Modeling the Individual Enlistment Decision: Analysis of the Career Decision Survey

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14. ABSTRACT *(Maximum 200 words):*

Recently, youth interest in military service has declined, making it difficult for the Army to recruit sufficient soldiers to maintain its strength. To address this problem, research was conducted to (a) refine enlistment propensity measures to increase their accuracy, (b) develop improved measures to segment the youth population, and (c) increase understanding of the enlistment decision process.

A Career Decision Survey was developed and administered to a representative sample of males from 16 to 21 years of age. The survey measured enlistment propensity, as well as reasons for enlisting, self-assessed aptitude, personality and temperament, military knowledge and attitudes, career preferences, work values, career decision making, high school activities, physical fitness, family structure, and neighborhood safety. Finally, the survey included a telephone-administered word knowledge test.

Analyses identified several individual characteristics that predict enlistment behavior, including attitudes toward conditions of military service, physical fitness, family structure, and academic support and activities. The telephone word knowledge test provided a quick and reasonably accurate measure of aptitude that could be used to segment the youth population by aptitude. The telephone word knowledge test and selected survey items are reasonable additions to the Youth Attitude Tracking Study (YATS). In addition, analysis results have direct implications for recruiting policy.

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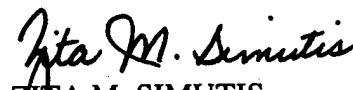| SECURITY CLASSIFICATION OF			19. LIMITATION OF ABSTRACT	20. NUMBER OF PAGES	21. RESPONSIBLE PERSON (Name and Telephone Number)
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FOREWORD

Data from the Youth Attitude Tracking Study (YATS) reveal a decline in young people's propensity to enlist, prompting concerns about meeting enlistment goals. The impact of this decline depends on the extent to which it occurs among the high quality segment of the youth population. The ability to segment the population based on YATS data is limited; improved methods for segmentation could improve the Army's ability to predict the impact of changes in enlistment propensity on the difficulty of meeting enlistment goals. In addition, a better understanding of the process by which a youth decides to enlist in the military services can improve prediction and help the Army develop and evaluate recruiting strategies.

This report describes an effort to meet some of the needs described above. In this effort, a Career Decision Survey (CDS), addressing many factors relevant to the individual enlistment decision, was given to a sample of male youth. Results of the analyses of survey data give insights into the types of individual characteristics that distinguish those who are likely to enlist for military service from those who are not. This information can inform recruiters regarding the characteristics of military occupations that encourage individuals to enlist, or that deter otherwise qualified youth from considering military service. Routine collection of the most useful survey information would provide the basis for more informed development and evaluation of recruiting policy.

The information in this report was described to the U.S. Army Recruiting Command Program Analysis and Evaluation division in 4th Q CY99, in discussions concerning the development of an integrated recruiting research program.

ZITA M. SIMUTIS
Technical Director

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ACKNOWLEDGMENTS

MODELING THE INDIVIDUAL ENLISTMENT DECISION: ANALYSIS OF THE CAREER DECISION SURVEY

EXECUTIVE SUMMARY

Research Requirement:

In recent years, youth interest in military service has declined. This trend presents problems to the Army, which must recruit an increasing number of soldiers to maintain its required strength. In fact, the Army did not meet its recruitment goal in Fiscal Year (FY) 1998 or in the first quarter of FY 1999, raising the possibility that it may need to develop new methods to attract qualified youth or recruit less qualified youth.

In the face of increasing difficulty in meeting Army recruitment goals, the Office of the Deputy Chief of Staff for Personnel asked the U.S. Army Research Institute (ARI) to identify and evaluate factors influencing the enlistment decision and the propensity to serve in the military. The general goal of this effort is to produce a better understanding of enlistment propensity and how recruiting and advertising can positively influence the decisions of youth in the most desired groups, that is, high-aptitude high school graduates. The specific objectives of this project are (a) to refine enlistment propensity measures to increase their accuracy, (b) to develop improved measures of constructs to segment the youth population, and (c) to increase understanding of factors affecting the enlistment decision process.

Procedure:

A Career Decision Survey was developed and administered to a representative sample of 1,808 males from 16 to 21 years of age. The survey included measures of enlistment propensity, as well as items addressing reasons for enlisting, self-assessed aptitude, personality and temperament, military knowledge and attitudes, career preferences, work values, career decision making, high school activities, physical fitness, family structure, and neighborhood safety. Also incorporated into the survey was a telephone-administered word knowledge test. Data from the survey were analyzed to determine which items predicted one or more of three measures of enlistment propensity. Further analyses identified interactions between item responses and race, ethnicity, or word knowledge.

Findings:

The analyses identified several individual characteristics that predict enlistment behavior.

1. Respondents who expressed positive attitudes toward the conditions of military service showed greater propensity for enlistment as assessed by three dependent

measures. Attitude items that were good predictors addressed job security and concerns about long enlistment terms.

2. Physical fitness was another characteristic of those who indicated that they were more likely to enlist. The physical rigors of basic training are well known to youth and may deter enlistment for those who are uncertain of their abilities to stand up to them.

3. Youth living with stepparents showed a greater propensity to enlist than youth who lived with their natural parents. Their recent family situation was a stronger predictor of enlistment than the situation earlier in their lives. Other variables describing family structure had relationships with propensity that were somewhat weaker and more difficult to interpret.

4. Several academic-related items predicted enlistment propensity, including high school grades, academic awards, and possession of a high school diploma. All reduced the likelihood of enlistment and confirmed the established dogma that the youth that the Army wants most are the least likely to enlist.

The telephone word knowledge test provided a quick and reasonably accurate measure of aptitude. Although a more detailed analysis of this measure is presented elsewhere (McCloy & Sticha, 1999), the data provided by such a test are useful in identifying segments of the youth population with either high or low aptitude. Furthermore, the test can be administered in a fairly short amount of time (4.8 minutes), which could be reduced further (to less than 4 minutes) by adjusting the number of items that are presented.

Use of Findings:

The telephone word knowledge test and survey items covering attitudes toward the military and physical fitness are reasonable additions to the Youth Attitude Tracking Study (YATS). Adding these items would increase respondent burden by less than 6 minutes. In addition, analysis results have some direct implications for recruiting policy.

MODELING THE INDIVIDUAL ENLISTMENT DECISION: ANALYSIS OF THE CAREER DECISION SURVEY

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Introduction

In recent years, youth interest in military service has declined. For example, the percentage of 16- to 21-year-old males who said they probably or definitely would enlist in one of the military services declined from 32% in 1990 to 26% in 1997, representing more than an 18% reduction in composite enlistment propensity (Rush, 1998). The reduction in propensity for enlistment into the Army was greater than the Department of Defense (DoD) average; it declined more than 30% over the same period, from 16% to 11%. This trend presents problems to the Army, which must recruit an increasing number of soldiers to maintain its required strength.

A study by Orvis, Sastry, & McDonald (1996) predicted that a decrease in the propensity of high-quality youth to join the military, coupled with postdrawdown increases in accession requirements for the Army, would lead to recruiting problems. As they predicted, the Army did not meet its recruitment goal in Fiscal Year (FY) 1998 or in the first quarter of FY 1999 (Priest, 1999). The shortfall led Army Secretary Caldera to suggest that the Army should be allowed to recruit more high school dropouts who have equivalency diplomas (Galloway, 1999). An alternative approach, proposed by Moskos (1999), seeks to encourage high school graduates to enlist by providing an option to enlist for a shorter period of time.

In the face of increasing difficulty in meeting Army recruitment goals, the Office of the Deputy Chief of Staff for Personnel asked the U.S. Army Research Institute (ARI) to identify and evaluate factors influencing the enlistment decision and the propensity to serve in the military. The general goal of this project is to produce a better understanding of enlistment propensity and how recruiting and advertising can positively influence the decisions of youth in the most desired groups, that is, high-aptitude high school graduates. The specific objectives of this project are (a) to refine enlistment propensity measures to increase their accuracy, (b) to develop improved measures of constructs to segment the youth population, and (c) to increase understanding of factors affecting the enlistment decision process.

The products of this effort are measures that can be used in the Youth Attitude Tracking Study (YATS) to improve the prediction of enlistment behavior or to segment the youth population according to propensity and aptitude. The data from the administration of this survey to a sample of male youth, along with the results of other analyses performed in this project, provide the basis for recommendations to the Army regarding implementation of the new measures.

Youth Interest in Military Service

YATS is administered annually to a national probability sample of 16- to 24-year-olds to measure youth propensity to enlist in the military services, knowledge of enlistment offerings, recruiting and advertising awareness, and other related topics. Propensity is the stated intention of youth to enlist in the military in the next few years. A variety of questions assess this intention regarding service in the military as a whole, or in a specific Active or Reserve Component. In addition, propensity may be determined from answers to open-ended questions about future plans.

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The propensity measure used in YATS provides useful predictions of future enlistment behavior. Males between 16 and 21 years old with the greatest self-reported propensity have a 37% probability of enlisting, while those with the lowest propensity have a 6% probability (Orvis, Gahart, Ludwig, & Schutz, 1992). In addition, when intentions to enlist are obtained from high school seniors, as it is in the Monitoring the Future (MtF) survey, the relationship between propensity and enlistment is much stronger. An analysis of MtF data by Bachman, Freedman-Doan, Segal, and O'Malley (1997) showed that nearly 70% of the male respondents who indicated in the MtF that they "definitely would" enlist in the military actually did so within five or six years of graduation, compared with fewer than 6% of those who said that they "definitely would not" enlist. Obviously, intentions are a much better predictor of behavior within the narrower sample of the MtF than within the broader sample used for YATS.

Lawrence and Legree (1996) suggested that predictive power of the propensity scale could be substantially improved by including measures of intelligence, temperament, military knowledge, political ideology, and attitudes toward military service. Analysis of MtF data indicated that such factors as college expectations, high school grades, parents' education, number of parents in the home, expression of positive attitudes toward the military, and participation in vigorous exercise are all related to enlistment propensity (Bachman, Segal, Freedman-Doan, & O'Malley, 1998). Use of these and other supplemental measures could help policy makers determine whether changes in propensity occur among the qualified youth that represent the primary recruiting market, or whether they occur among other segments of the population. Also, refined measures of propensity can provide a more sensitive and accurate indication of trends in the youth population, based on a more thorough understanding of the career decision process.

Identification of Qualified Youth

YATS data are used to categorize youth on the two dimensions that are the primary measures of recruit quality: high school graduation status and aptitude. These two characteristics, in combination, form the main basis for deciding whether or not an individual is qualified to enter the military. Over the years, many studies have demonstrated that young people who complete high school are more likely to serve effectively and complete their enlistment term than those who do not. Similarly, research has shown that individuals who score in the upper ranges of the Armed Forces Qualification Test (AFQT) are more effective soldiers, sailors, airmen, and marines. Thus, it is not enough to know the overall propensity rate for youth in general. What is of equal if not greater importance is the level of interest in military service among that segment of the youth population who have been found to be best qualified to serve.

YATS contains several questions concerning education that determine respondents' educational status. The estimation of aptitude, however, is less easily accomplished. YATS estimates aptitude indirectly through demographics (age, race/ethnicity, geographic region) and school attendance and achievement patterns (e.g., math courses taken and grades; Orvis & Gahart, 1989; Orvis et al., 1996). These predictors are used to estimate standing on the AFQT, either at the upper (at or above the 50th percentile) or lower end of the distribution.

Problems with existing YATS estimates highlight the importance of an alternative, psychologically based approach to assessing quality within a national probability sample of

youth. Most notably, the Army is interested in segmenting the market into more than the current two broad categories in order to increase precision in identifying habits and behaviors of high-aptitude youth in order to identify effective enlistment incentives for these individuals. This improvement holds implications for directions in marketing and advertising, which the Army can use to protect and enlarge its base of recruits for the future.

Understanding the Enlistment Decision Process

The ability to predict the likelihood that youth will enlist can be enhanced by a more thorough understanding of the process that they use to make a choice from among the career paths available to them. Lawrence and Legree (1996) stressed the importance of developing a theoretical conceptualization of enlistment propensity within a more general model of career choice. Such a conceptualization should take into account all career choices available to youth, their knowledge about these choices, their aptitude and other individual factors that predict occupational success, and their tastes and preferences regarding job characteristics. In addition, a model of career choice should describe the decision process, including the sources of information that youth use to make their career choices and the importance they place on information from different sources. One advantage of such a model is that it may enhance understanding of occupational progression and attrition, as well as initial career choices.

Previous Work

The first phase of this project was documented by Sticha et al. (1997). Analyses of YATS and Military Entrance Processing Command (MEPCOM) data demonstrated that the Army can improve upon the predictive power of the YATS items assessing enlistment propensity by including such factors as slogan recognition, level of education and courses taken, and work status. Reviews of other surveys, including the Army Communication Objective Measurement Systems (ACOMS), and career decision making models provided several other candidate items with the potential to improve predictions of propensity and enlistment.

For example, ACOMS surveyed a nationally representative sample of youth between the ages of 16 and 24, between October 1986 and January 1988. ACOMS questions pertain to issues related to the enlistment decision process, perceptions of various components of the Army, and advertising. These data have undergone extensive analyses, including attempts to integrate the various influences on the enlistment decision into a comprehensive model. However, the overall goals of ACOMS and other related work do not match those of the present effort, which is to identify a limited set of predictors of aptitude and propensity that can be used to enhance and refine the data currently collected through YATS.

Interviews were also conducted with recruits in the Delayed Entry Program (DEP) to better understand the influences on their career decision-making and processes. The interviews had an individual, face-to-face format. Inadequate sample size limited the generalizability of these interviews. For those who indicated that they had a positive propensity to enlist, several had grown up with a family member in the military. For those who indicated that they had a negative propensity to enlist, there was greater variation in responses so they were harder to characterize. Money was an important issue for the entire sample, and school appeared to be a consideration for most.

Focus groups of male adolescents and parents of male adolescents were used to gather additional information to improve the set of variables used for predicting propensity and enlistment. The focus groups suggested that family was a primary source of advice and information about career decision making. Youth consistently expressed a desire for a college education and a perception that the military was one vehicle for eventual attainment of this goal. Perceptions due to the Vietnam War, the sense that enlistment could delay desired career paths, and the idea that the military could limit one's own control over one's destiny had negative influences on participants' feelings about military careers. Good pay was desired but was not often viewed as a characteristic of military employment.

Finally, we investigated the validity and utility of a telephone-administered aptitude test. The Word Knowledge (WK) portion of the abbreviated version of the AFQT, known as the Computer Adaptive Screening Test, was administered over the telephone to recruits in the DEP in order to determine whether it could be successfully used as a brief cognitive ability test in a telephone survey. The telephone test showed a significant correlation with the AFQT percentile $(r = .66, p < .001)$. The population correlation with AFQT, correcting for restriction of range, was estimated to be .81 (Legree, Fischl, Gade, & Wilson, 1998).

Overview of the Report

To meet the objectives of this project we administered a Career Decision Survey (CDS) to a random sample of 1,808 males between 16 and 24 years old. The survey included items assessing enlistment propensity taken from the YATS, as well as items assessing personality variables, military knowledge and attitudes, career preferences and values, decision making styles, academic activities, physical fitness, family structure and neighborhood. Finally, the CDS included the telephone word knowledge test. Survey data were analyzed to determine which items predicted one or more of three propensity measures and to assess whether predictions differ as a function of race, ethnicity, or word knowledge. Additional analyses to investigate the validity of the word knowledge test are described by McCloy and Sticha (1999).

The next section of this report describes the instrument in greater detail, as well as the sampling procedure, presentation strategy, and administrative procedure. Following that is a description of the analysis procedures and presentation of the results. Finally, the implications of the results regarding routine use of the survey items, recruiting activities, and future research are discussed.

Method

Three sources of data were used in this effort. The primary source of data was the CDS, which is included in Appendix A. Criterion measures for evaluating the CDS items were developed using data from 1988-1994 YATS administrations merged with application and enlistment data from MEPCOM. Finally, AFQT scores from the Student Testing Program (STP) obtained from the Defense Manpower Data Center (DMDC) were used to validate the word knowledge test (see McCloy & Sticha, 1999, for a description of the validation of the word knowledge test).

Career Decision Survey

The CDS contains items that characterize the enlistment decision process, and that have potential to predict enlistment behaviors (i.e., application or enlistment) or to segment the youth population by relevant characteristics (e.g., physical and mental qualifications). The measures in the survey were culled from a wide variety of sources, including prior research in this area. They were evaluated on the basis of previous findings, and those with the greatest apparent face validity were selected for inclusion. Items from YATS provide a baseline asssessment of propensity and availability. We added other predictors of propensity (e.g., from MtF) and items that might enhance propensity estimates. Aptitude was addressed in three ways: a telephone aptitude test, self-assessment, and support and activities. Finally, background items were added that address physical condition, family structure, and neighborhood safety. This section describes the sources of the items and the rationale for their use, organized in the same way as the Survey (question numbers are in parentheses for each part of the Survey).

Gender, age, and prior military service (Q1, Q2, Q2A). These questions screen respondents to verify that they are 16- to 21-year-old males with no military experience. Thus, these questions help ensure that the interviewed youth are eligible for military service and that the respondents correspond to the prime recruiting market.

Education, employment, future plans, and propensity (Q3 - Q24). These questions are taken primarily from YATS, although response alternatives were changed for some of them. These items assess the status of the respondent regarding his career options, including current educational level or employment, future plans regarding these career options, and activities that the respondent may have taken to pursue them.

A major component of this section is a set of questions regarding enlistment propensity taken directly from YATS. These questions provide the primary dependent measures used in this analysis. One of these measures considers the responses to a single question that asks, "How likely is it that you will be serving in the military in the next few years?" Although this measure is not the composite active duty propensity measure reported in the official report of YATS results (e.g., Rush, 1998), it is used in the MtF survey and provides a somewhat better prediction of enlistment behavior than the composite of individual Service measures (Orvis, 1984; Orvis & Gahart, 1985).

Items in this section include some that were used by Orvis et al. (1996) to estimate aptitude. All of those items are included in some section of the CDS, so that we can use the

formula they developed to estimate the probability that respondents would score at or above the 50th percentile if they took the AFQT. Although all items were included in the survey, not all respondents received each item, so that aptitude can be predicted using this method for a subset of the respondents.

Self-assessed aptitude (A1 - A4). These items ask about high school grades, type of high school program, mathematics and science courses taken, and whether the respondent took or planned to take advance placement classes. The items are taken from YATS and are among those that Orvis et al. (1996) used to estimate aptitude.

Personality and temperament (A5 - A19). These items are from Air Force research by Christal and Driskill (1994), who developed a computerized inventory to measure the "Big 5" personality factors. The items chosen assess three of these factors: agreeableness, conscientiousness, and extroversion. The Air Force Self Descriptive Inventory uses 64 trait names and 99 behavioral statements to measure the five factors. The CDS uses 15 of the behavioral statements, five from each of the factors. The 15 items were selected from those that had high factor loadings on the factor that they measure, appear relevant to military career issues, and are not redundant with other items.

Knowledge of military facts (B1 - B6). This section includes six questions that assess the respondents' knowledge about certain aspects of military organization. In these questions, the respondent was asked to estimate the percentage of cases for which a particular condition was true. For example, one question asked respondents, "What percentage of people in the Army are in the infantry?" To a great extent the items were constructed to capture common misconceptions about the military. Thus, it was anticipated in the example item that respondents without much knowledge about the military would overestimate the percentage of soldiers in the infantry, while respondents with greater knowledge would give an answer that was somewhat closer to the correct value, which is about 25%, according to the Office of the Assistant Secretary of Defense for Force Management Policy (OASD(FMP), 1998). We hypothesized that accurate knowledge of such information may indicate greater interest in military service that would be reflected in greater enlistment propensity. The rationale for the development of these items was provided by Legree, Martin, and Psotka (in press) who created and tested unobtrusive knowledge tests.

Attitude toward military (B7 - B14). These items come from several sources, and reflect attitudes toward several aspects of a military career, including safety, discipline, usefulness of training, pay and benefits, and enlistment terms. All are rated on a five-point scale with options that vary from strongly agree to strongly disagree. Some items were based on the results of Phase I interviews (e.g., safety was mentioned as a consideration by people in the DEP). Others were based on the Military Applicant Profile (a biodata instrument used by the Army in the 1980s) or a 1964 survey of Military Service Plans, Experiences, and Attitudes (e.g., moving around, enlisting for several years). Since analysis of the MtF indicated that positive attitudes toward the military were associated with higher enlistment propensity (Bachman et al., 1998), we expected that these items would show similar effects.

Career preference (C1 - C9). Holland's (1992) method assigns occupations a code indicating one or more general occupational themes that characterize it. Holland's taxonomy

considers six occupational themes: realistic, investigative, artistic, social, enterprising, and conventional. The CDS asked respondents to indicate their preferences between jobs in different categories. For example, a realistic job, such as carpenter, was paired with an investigative job, such as detective. Three pairs of jobs compared realistic and investigative jobs. Artistic and conventional jobs and social and enterprising jobs were also compared with three pairs, respectively.

Army officer and enlisted jobs are rated as realistic and conventional, although some other military occupations are associated with investigative, social, and enterprising themes. Consequently, we anticipated that propensity might be associated with preference for jobs characterized by realistic (rather than investigative) and conventional (rather than artistic) themes.

Work values (C10 - C24). The Work Values Profiler (WVP) uses a survey to determine the attributes of jobs that are most important to individuals, so that they can select occupations that are consistent with these values (McCloy, Waugh, & Medsker, 1998). WVP includes six work values: achievement, conditions of work (comfort), status, altruism, management (safety) and autonomy. The CDS includes a prototypical item from each of the six work values (some items have wording changes). Because all of these values may be important for an individual, respondents were given pairs of values and asked to indicate which was most important to them. In designing the CDS, we reduced the number of pairs presented to the respondent from the 15 that are possible to 7 or 9. The pairs were selected in an adaptive manner so that the ordering of the each respondent's top three work values could be calculated.

Decision making process (D1 - D6). Our interviews with individuals in the DEP conducted in the first phase of the project (Sticha et al., 1997) indicated that some did not have definite plans for their lives before they enlisted. This result was similar to a decision making style that was identified by in depth follow-up interviews conducted with YATS respondents (Berkowitz, Perry, Giambo, Wilson, & Lehnus, 1997). These results suggested that information about the decision-making style might be an indicator of enlistment behavior. The items assessing the career decision process were adapted from the 1995 Student Testing Program evaluation (Levine, Huberman, & Wall, 1996). These items assess how certain respondents think about their future career.

Aptitude: Support and activities (D7 - D13). We included several items that asked about the activities that the respondent engaged in while in high school. Though many of these items were related to aptitude, the items in this group covered a wider range of activities. Items asked whether the respondent received a newspaper or had a library card, documented various kinds of activities that the respondent might have participated in during high school, obtained a record of awards received, and assessed other activities, such as watching television or using a computer for homework. Some of these items came from the MtF, others are original items developed for the CDS.

Physical fitness (Q25 - Q29). Questions about physical fitness were included in the CDS to assess physical requirements for military service, and because participation in physical activities may be a predictor of enlistment propensity. Questions focused on whether the respondents were physically qualified for military service. Variables included were height and

weight, recurring medical problems, and other physical problems that might make the respondent ineligible. In addition, we included several items taken from the MtF that assess health and fitness related behaviors.

Demographics (Q32 - Q39). The CDS included standard demographics items – race and Hispanic origin, marital status, zip code, and Social Security Number (SSN). Other items addressed parents' education. In light of the results of Bachman et al. (1998) indicating that the number of parents in the home was a predictor of propensity, we included two questions that enumerated the members of the respondent's household when he was 7 and when he was 15 years old. In addition, we included several questions taken from the MtF regarding victimization. These questions assess whether the respondent had been a victim to various types of crime in the previous year. Our hypothesis on victimization was that people who had been victims of crime might perceive the military to be a safer environment and thus be attracted to it.

Telephone word knowledge test. Finally, the adaptive telephone word knowledge test used in the first phase of this project was given to all respondents. One issue addressed by this use of the test is whether the test will work for lower aptitude individuals who were not in the original DEP sample.

Presentation Strategy

Because the completed survey was too long to administer in a single telephone interview (e.g., longer than 30 minutes), we designed a presentation strategy in which some items (termed fixed items) were presented to all respondents while others (termed variable items) were presented to one-half of the respondents. To have a baseline for all respondents, we used the YATS propensity and availability items on all versions of the survey. We also used in all versions the background items assessing demographics, physical fitness, family structure, crime in the environment, and respondent and parental education. Since the telephone word knowledge test has potential as a valuable quick-screen tool for recruiters to use with potential applicants, we used it in all versions of the survey, thereby increasing the volume of normative data.

The variable items were grouped into four blocks (indicated in the previous discussion by item numbers beginning with A, B, C, or D) of approximately equal length. Each respondent answered all of the fixed items and two blocks of the variable items. This design produced six versions of the survey, corresponding to the six ways that two blocks of variable items can be chosen from the four blocks (i.e., A and B, A and C, A and D, B and C, B and D, and C and D). Each of the items in the variable portion was given to half of the respondents. Comparisons of items in different groups are based on 1/6th of the total sample, and comparisons of variable items to fixed items are based on 1/2 of the total sample.

Sample

The survey was given to a national probability sample of 1,808 male youth aged 16 to 21. The sample frame was defined as youth residing in the 50 states and the District of Columbia who (a) were at least 16 years old, and less than 22 years old; (b) resided in households or noninstitutionalized group quarters with telephones; and (c) had never served in the U.S. Armed Forces and were not, at the time of the interview, accepted for such service (service included the

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active and reserve components of U.S. Army, Navy, Air Force, Marine Corps, and Coast Guard). The sample frame excluded individuals enrolled in postsecondary Reserve Officer's Training Corps (ROTC) programs. Individuals enrolled in high school ROTC programs, however, were included in the sample frame provided they met all other eligibility criteria. The sample frame was constructed using a list-assisted random-digit dialing method.

Response rates were maximized through the careful recruiting and training of interviewers and monitoring of interviewer performance by supervisors. Approximately 75% of the eligible respondents who were identified during the screening process completed the survey. The comparable rate for YATS surveys given between 1994 and 1998 varied from 65% to 73%. Overall, the obtained response rate was very good compared to expectations for this type of survey (see Babbie, 1989).

Administration of the Survey

The Career Decision Survey was administered using Computer Assisted Telephone Interview (CATI) techniques, which reduce respondent reading and writing burden. CATI entails programming all question text, choices, and logical skip patterns as well as interviewer instructions and help screens. Through computer control of the questionnaire administration process and the monitoring of responses, the CATI system offers the capacity for substantial improvements in data quality and data collection efficiency over a standard telephone survey conducted using paper and pencil. Missing or inconsistent data are greatly reduced because questionnaire skip patterns are computer- rather than interviewer-controlled.

The word knowledge component of the survey used computer adaptive testing techniques, in which the software selected the next item to present based on previous answers. This method allowed the software to estimate the respondent's word knowledge using a sample of only 10-15 of the more than 250 available items.

Data for Criterion Development

The database used to develop surrogate measures of enlistment behaviors was created by merging the YATS database with enlistment data from MEPCOM. The YATS database provided information on respondents from a national probability sample representing American youth. The YATS data used in this study were from the fall administration of the survey for the years 1988 through 1994. The MEPCOM data provided information on individuals who had begun processing for application for enlistment into the military. As shown in Table 1, a total of 54,405 records were provided on the YATS files. One of our primary goals was to ascertain the application and enlistment behavior of these individuals from the MEPCOM files. This information could only be determined by matching MEPCOM and YATS observations by SSN. Unfortunately, not all YATS respondents provided their SSN.

Table 1 shows that of the 54,405 YATS respondents, 29,399 (54%) provided their SSN at the time the survey was administered. DMDC then searched the MEPCOM files for these 29,399 SSNs. Those SSNs found in the MEPCOM data by this matching process were, by definition, enlistees or applicants. Based on their familiarity with MEPCOM data, DMDC created variables that defined the application and enlistment status of these YATS respondents.

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Table 1 shows that approximately 13% of those YATS applicants who provided their SSN applied to the military, while 6% enlisted.

Table 1.
Characteristics of YATS/MEPCOM Data

Year	Total Number of YATS Respondents	YATS Respondents Providing SSN (% of Total)	YATS Applicants (% of Those Providing SSN)	YATS Enlistees (% of Those Providing SSN)
1988	10,887	6,746 (62.0%)	1038 (3.5%)	425 (1.4%)
1989	11,519	8,063 (70.0%)	1284 (4.4%)	564 (1.9%)
1990	9,797	4,498 (45.9%)	598 (2.03%)	272 (0.9%0
1991	4,893	2,444 (49.9%)	278 (1.0%)	130 (0.4%)
1992	5,574	2,576 (46.2%)	320 (1.1%)	133 (0.4%)
1993	5,201	1,840 (35.3%)	208 (0.7%)	80 (0.3%)
1994	6,534	3,232 (49.5%	205 (0.7%)	107 (0.4%)
TOTAL	54,405	29,399 (54.0%)	3931 (13.4%)	1711 (5.8%)

Data for Validation of Word Knowledge Test

SSNs from the respondents who completed the word knowledge test were sent to DMDC to determine whether any had taken the Armed Services Vocational Aptitude Battery (ASVAB) as part of an application for enlistment or through the STP. As was anticipated, none had applied for enlistment. However, 133 of the respondents had taken the ASVAB as a part of the STP. We obtained their scores from DMDC to provide the criterion for validation of the word knowledge test.

Analysis and Results

Initial analyses of YATS and MEPCOM data specified functions to combine propensity measures in the CDS to predict applications and enlistments. These measures were used as criteria to evaluate the ability of CDS items to predict enlistment propensity. Additional analyses identified items for which the relationship to propensity varied with race, ethnicity, or word knowledge.

Development of Criterion Measures

The ultimate criteria for assessing the value of the CDS items are enlistment for military service and application for enlistment. Direct measurement of these behaviors is not possible for the CDS respondents because sufficient time has not passed since the survey to allow them to apply and/or enlist. SSNs were collected to allow an analysis to predict actual enlistment behaviors at a later date.

Despite the lack of criterion variables, the CDS includes many items that indicate propensity for military enlistment or competing career options. These items specify the current position of the respondent, assess his intentions, and identify activities that he conducted to pursue different career options. Most of these variables are also included in the YATS; consequently, we used data from YATS, merged with enlistment data from MEPCOM, to define functions of item responses that predict applications or enlistments within the YATS population. These functions were then applied to the responses in the CDS data to provide a surrogate for application and enlistment behaviors. The surrogate measures were used as criteria to evaluate the extent to which CDS items can predict enlistment behavior.

We followed this procedure to develop two criterion measures that predict applications and enlistments, respectively, in the YATS/MEPCOM data. The resulting criteria estimated the probability of application and the probability of enlistment in the CDS data. To these criteria we added the directly stated general propensity for military service. These criteria are described individually in the following discussion.

Stated propensity. This criterion is based on the CDS question (Q17) asking the respondent how likely it is that he will be serving in the military in the next few years. Responses were coded on a four-point scale, with "definitely not" receiving the value of 1, "definitely" receiving the value of 4, and the other responses receiving intermediate values. This question is the same as Q503 in YATS and is also included in the MtF survey.

Probability of application. The other two criteria were determined through an analysis of data from the 1988-1994 YATS, merged with MEPCOM enlistment data matched by SSN. This data set provided responses to items that were common to YATS and the CDS, as well as a record of actual application and enlistment data. The items that were common to the two surveys were used as predictors in two logistic regression analyses to predict applications or enlistments. Predictor variables for both analyses were in the following classes:

1. Demographic variables – age, race, and Hispanic ethnicity. Dummy variables for race/ethnicity identified Hispanics, non-Hispanic Blacks, and non-Hispanic members of other races. Non-Hispanic whites were the baseline comparison group against

which effects of other racial or ethnic groups were compared. Because of expected nonlinearities in the relationship between age and either applications or enlistments, both the square and the cube of age were entered as predictors.

2. Current position – in high school, obtaining postsecondary education, working full-time, working part-time. Those not in school and those not in the workforce provided the baseline comparison groups for the educational and work-related dummy variables, respectively. Both YATS and the CDS do not include individuals currently serving in the military.

3. Propensity measures – unaided mention of military service, education, or civilian work; overall military propensity; active duty service composite propensity; propensity for enlistment in the Coast Guard; most likely career choice (military, school, or civilian work).

4. Activities – considered military service, took SAT or other college test, looking for work.

5. Barriers – how easy to find a job (comparable items were not available for military or educational options).

The initial analysis used stepwise logistic regression with the criteria for entry and deletion of predictors set to .05. A total of 10,655 cases were used in the stepwise regression for predicting applications. These cases represent 16- to 21-year-old males, corresponding to the sample used in the CDS. The significant predictors from the stepwise logistic regression were then used as predictors in a standard logistic regression to reduce the number of missing variables. The results of the standard logistic regression, which were based on 11,710 cases, are shown in Table 2.

The results indicate the strength of propensity measures in predicting application for military service, and identify other variables that can improve prediction from the base provided by the propensity variables. Of the propensity measures, unaided mention of military service and general military propensity have greater weights than composite active duty propensity, consistent with previous results (Orvis, 1984: Orvis & Gahart, 1985). The weight for Coast Guard propensity is negative. This result arises for two reasons: (a) the correlations among all propensity measures are high, and (b) the correlation between Coast Guard propensity and applications is less than those for the other services (reflected in composite active duty propensity) or for the military as a whole.

A notable addition to the propensity variables is the question of whether the respondent has ever considered military service. This variable is highly predictive of application behavior as indicated by an odds ratio of 3.3. Approximately 82% of respondents indicated that they had considered military service. These respondents were somewhat more likely to apply (23%) than the overall average (20%). However, only 5% of the respondents who had not considered military service applied. Thus, a negative answer to this question was a strong indicator that a respondent would not apply for military service – much stronger than a negative response to the basic propensity questions.

Table 2.
Results of Logistic Regression on Applications

Variable	df	Standardized Estimate	Odds Ratio	Wald Chi-Square	p
Intercept	1			428.30	.0001
Black	1	0.0417	1.293	10.92	.0010
In High School	1	0.0280	1.109	2.38	.1228
In Postsecondary Education	1	-0.0737	0.731	15.34	.0001
Part-Time Job	1	0.0491	1.220	6.24	.0125
Full-Time Job	1	0.1008	1.471	20.58	.0001
Looking for Work	1	0.0514	1.259	7.53	.0061
Propensity for Coast Guard	1	-0.0614	0.847	18.73	.0001
General Military Propensity	1	0.1566	1.374	45.62	.0001
Ever Considered Military	1	0.2507	3.286	135.60	.0001
Composite Active Duty Propensity	1	0.0652	1.131	8.29	.0040
Unaided Mention of Enlistment	1	0.0932	1.761	41.84	.0001
Military Most Likely Choice	1	0.0502	1.417	12.92	.0003
Work Most Likely Choice	1	-0.0517	0.819	10.99	.0009
How Easy to Get Job	1	-0.0313	0.927	5.11	.0237

The current position of the YATS respondent is also related to the likelihood that he will apply for military service. Respondents who were already in college or obtaining some other kind of postsecondary education were less likely to apply than those who were not in school, while those who were in high school were more likely than those who were not in school to apply. Those who were currently working or looking for work are more likely to apply, especially if they perceived difficulties in getting a job in the civilian labor force.

The logistic regression equation developed using the YATS/MEPCOM data was then applied to the CDS data to estimate the likelihood that an individual will apply for military service. The likelihood could be estimated for 1,631 of the CDS respondents, and had a mean of 14.3% and a standard deviation of 0.123.

Probability of enlistment. The same procedure was used to predict the likelihood that an individual will enlist, given the measures common to YATS and the CDS. The stepwise logistic regression, based on 10,655 cases, identified eight significant predictor variables. The final

standard logistic regression was based on 11,968 cases. Results of this analysis are shown in Table 3.

Table 3.
Results of Logistic Regression on Enlistments

Variable	df	Standardized Estimate	Odds Ratio	Wald Chi-Square	p
Intercept	1			176.99	.0001
Age Cubed	1	-0.1658	1.000	52.35	.0001
In Postsecondary Education	1	-0.0684	0.748	8.05	.0045
Propensity for Coast Guard	1	-0.0589	0.853	11.18	.0008
General Military Propensity	1	0.2010	1.505	80.90	.0001
Ever Considered Military	1	0.2605	3.428	68.20	.0001
Unaided Mention of Enlistment	1	0.0932	1.763	29.86	.0001
Unaided Mention of School	1	0.0631	1.296	10.19	.0014
Military Most Likely Choice	1	0.0479	1.396	9.12	.0025

Fewer variables are required to predict enlistments than applications, and the variables that enter into the prediction are predominantly propensity measures. However, many aspects of these results are similar to the previous analysis for applications. The strong effect of whether the respondent considered military service remains for this dependent measure. Approximately 11% of those who had considered military service enlisted, compared to only 2% of those who had not considered service. In addition, the negative weight for Coast Guard propensity holds with this dependent variable, as well. Additional factors that predict enlistment are age, which enters as a cubic, and unaided mention of school as a possible activity after high school. The nonlinear relationship with age reflects a substantial decline in propensity shortly after high school graduation, which is in the middle of the range of ages that were sampled. The rate of decline in this age range is greater than that in either the youngest or oldest ranges. The appearance of unaided mention of school may reflect the fact that these individuals have higher aptitude than those who do not mention postsecondary education as an option after high school and are, consequently, more likely to be qualified for enlistment. The absence of work factors from this model may also reflect the elimination of unqualified individuals who apply, but are not accepted. Those who are working or looking for work and who think that it will be difficult for them to get a job may be less qualified for military service. Thus, although they are more likely to apply, they are not significantly more likely to enlist.

The logistic regression equation developed using the YATS/MEPCOM data was then applied to the CDS data to estimate the likelihood that an individual will enlist for military

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service. Because of missing data, the likelihood could be estimated for 1,681 of the CDS respondents; it had a mean of 7.1% and a standard deviation of .076.

Summary of CDS Responses

Descriptive statistics including means, standard deviations, frequencies and percentages are provided in Appendix B.

Education. The sample consisted of 1,808 males with median age of 18 years and no prior military service. About 70% were attending school or training programs at the time of the survey. Over 38% of all respondents were attending high school, 27% were attending two-year community and four-year college programs, and 2% were in vocational, business or trade schools. About 81% expect to be enrolled in school during the following September. About 62% indicated that they would likely continue their education past high school. Of those who indicated they would not continue their education, only 107 indicated why. Those who did respond indicated "other" or that they preferred to work.

Employment. Over 67% of the sample were currently employed. About 52% of those who were employed had full-time jobs, while 48% had part-time jobs. About 35% of respondents were actively looking for work. Approximately 74% planned to be working in September. Nearly two-thirds (63%) of those intending to work planned to work part-time, while the remaining 37% planned to work full- time. About 45% of the respondents thought it was easy to get a full-time job in their community, while 38% felt it was difficult.

About 47% of the sample indicated that they had taken the PSAT, 43% the SAT, 28% the ACT, and 24% the ASVAB Tests. The corresponding average total score associated with these tests were PSAT (125), SAT (1127), ACT (24), and ASVAB (71). These scores indicate that the typical respondent reported an above average score on each of these tests. However, because these scores are self-reports they are likely to be higher than actual scores. About 12% of respondents had taken other college entrance tests.

Future plans and propensity. Post high school future plans, as expressed in responses to an open-ended question, focused on going to school (77%), working (65%), joining the military (5%), and other activities (18%). Because many respondents expressed multiple plans, the sum of the percentages is greater than 100%. Over 51% had considered joining the military prior to the interview. The main reasons individuals would consider joining the military were to pay for future education (34%) and to develop work skills and experience (21%). Other reasons for joining were duty towards country (9%), travel (8%), discipline (6%), pay (5%), self-esteem/pride (5%), family tradition (5%), job security (4%), the inability to find a job (4%), retirement benefits (3%), national defense (3%), physical challenge (3%), and other (20%). A group of 11% would not consider joining the military.

About 17% of the respondents indicated that they would probably or certainly serve in the military. The distribution of propensity to serve varied by service: Army (12%), Navy (10%), Coast Guard (7%), Air Force (13%), and Marine Corps (12%). About 82% felt they would be accepted by the military if they enlisted. In response to the question about their most

likely plan for the next few years, 61% indicated they would be going to school, 30% working, 4% joining the military, and 3% doing something else.

Propensity results were similar to the results of the 1997 YATS (Wilson, Greenlees, Hagerty, Hintze, & Lehnus, 1998). In the CDS 5.4% of the respondents made unaided mention of military service, substantially lower than the 7.8% of 16- to 21-year-old males in the YATS sample who mentioned military service. Overall, 27.4% of respondents had positive propensity, as measured by the composite measure, as compared to 24.9% of the 16- to 21-year-old males in the YATS sample.

Propensity by race/ethnicity is shown in Table 4. Both the CDS and YATS (Rush, 1998) numbers reflect the intentions of 16-21 year-old males. Both show the same pattern, with Hispanics and Blacks exhibiting the highest enlistment propensity, and Whites showing the lowest.

Table 4.
Positive Composite Active Duty Propensity Percentage by Race/Ethnicity

Survey	Race/Ethnicity				
	White	Black	Hispanic	Other	Total
CDS	23	37	43	30	27
YATS	21	34	37	NA	26

Self-assessed aptitude, personality, and temperament. Average grades in high school had a mean of 3.2 with a standard deviation of 1.5 based on a sub-sample of 895 respondents. An average of 3 would translate into mostly B's. The majority of the sub-sample attended an academic or college prep program (80%), 15% were vocational or technical students, and 5% were in commercial or business training. The highest level of math course that respondents took or planned to take in high school were the following: calculus (20%), pre-calculus (13%), trigonometry (13%), algebra II (22%), algebra I (9%), pre-algebra (3%), geometry (11%), and basic, consumer, and business math (3%). About 25% of the sub-sample had taken advanced placement math courses in high school. Responses to the highest level of science course taken or planned in high school were as follows: advanced physics (7%), advanced chemistry (6%), advanced biology (12%), physics (21%), chemistry (22%), biology (19%), basic science (8%), and other (5%). About 23% had taken an advanced placement science course. A computer science course was taken by about 44% of the sub-sample.

The next set of questions was designed to measure three major personality traits – conscientiousness, agreeableness, and extroversion. A five point agreement scale with 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree was used by the interviewees to respond to each item. A mean score of 2 or less indicated that the sub-sample agreed or strongly agreed that an item was descriptive of them. The following traits received a mean rating of 2 or less: I am always considerate of the feelings of others; I am a shy person; I try to be kind to everyone I know; and I am considered by others to be a very friendly person. In addition, a few items with a mean rating greater than 2 were endorsed by over 80% of the sample as agree or strongly agree: I like to help others, even if there is nothing

in it for me; I have a lot of sympathy for others who are having problems; and I like to keep my belongings neat and organized. On two items, the majority of respondents disagreed or strongly disagreed: If I start something, I work until I finish it to my satisfaction; and my friends consider me to be bashful. The remaining questions were endorsed as agree or strongly agree by the majority of respondents: At social functions, I talk to as many people as possible; I always try to do more than is expected of me; most of my friends would describe me as a "talker"; I try to be fully prepared before I undertake a task; I try to set a schedule for accomplishing tasks, and stick to it; and if things get too boring at a party, I try to get things going;.

Military knowledge and attitudes. Several interview questions were designed to measure knowledge of military facts. Respondents thought that 42% of the people in the Army are in the infantry (the correct answer is approximately 25%); 32% of the people in the Air Force are pilots (vs. 4%); 47% of the Navy are assigned to shore based jobs (vs. 87%); 44% of Army jobs are in electronics (vs. 7%); 29% of Army jobs are clerical or administrative (vs. 28%); and 79% of people entering the Army have at least a high school diploma (vs. 91%). These responses indicate substantial misconceptions regarding the distribution of military jobs and service member qualifications.

Attitudes toward the military were also explored. About 73% agreed or strongly agreed that life on a military base is safe; 50% disagreed or strongly disagreed that there is too much focus on strict discipline and following orders; 87% believed that military training and work experience would be useful for a later civilian career; 64% disagreed that military life is too dangerous; 69% agreed that military pay and benefits are at least as good as an entry-level civilian job; 50% thought that people in the military have to move too often; 70% liked the job security the military offers; and 59% were bothered by having to enlist for several years.

Career preference. Questions on career preferences were designed to determine whether the preferences of the respondents were for realistic, investigative, artistic, social, conventional, or entrepreneurial jobs. Respondents compared different jobs representing alternative career areas, that is, realistic was always compared with investigative, artistic with conventional, and social with entrepreneurial. A substantial majority of respondents preferred artistic to conventional jobs: Writer (72%) was chosen over typist (28%), photographer (79%) over bank teller (21%), and actor (71%) over accountant (29%). Two of the investigative jobs were selected over their realistic counterparts by a majority of respondents: Detective (62%) was chosen over carpenter (39%), and scientist (57%) over police officer (43%). However, a majority of respondents chose auto mechanic (52%) over laboratory technician (48%). Similarly, two social jobs were selected over their entrepreneurial counterparts: Teacher (69%) was chosen over sales representative (31%), and guidance counselor (51%) over travel agent (49%). However, real estate agent (54%) was chosen over social worker (46%).

Work values. A paired comparisons technique was used to determine the rank order of work values. The outcome of this process resulted in the following average rank order: (1) opportunity for advancement, (2) steady income, (3) chance to help others, (4) feeling of accomplishment, (5) fair treatment by employer, and (6) ability to plan own work.

Decision making process. About 83% of the respondents had given a great deal of thought about what they would be doing in a few years. Over 75% disagreed or strongly

disagreed with the idea that they did not feel prepared to make decisions about their future. About 48% agreed or strongly agreed that several careers were of interest, and they were having a difficult time deciding. About 83% disagreed or strongly disagreed that none of the careers they knew about appealed to them. About 73% knew what kind of career they wanted to pursue. About 94% felt they had a good idea of their skills and abilities.

Aptitude: Support and activities. About 77% of the respondents indicated that their families get a newspaper or magazines regularly. Library cards were held by 72% of the respondents. About 71% participated in organized sports, 48% in music or drama groups, 42% in non-school clubs, 28% in school clubs, 19% in school publications; and 15% in student government. Respondents were probed in order to determine whether they participated in more than one of each of the previously mentioned activities (except student government). About 67% of those participating in organized sports were in more than one sport. Similarly, 35% were in more than one music or drama group, 36% in more than one non-school club, 41% in more than one school club, and 24% in more than one school publication.

About 58% had received special recognition, awards or honors from their school or community during high school. Of those receiving awards, 70% had awards for academics, 56% for athletics, 25% for community service, and 24% for other activities. About 41% of the group spend three or more hours a day watching TV. Over 31% discuss things studied in high school with someone at home almost every day. About 71% have a computer in the home, and about 19% use it for schoolwork almost every day.

Physical fitness and demographics. The mean number of days in an average week that respondents eat breakfast is 4.3, eat green vegetables 4.9, eat some fruit 4.9, exercise vigorously 4.2, sleep at least 7 hours 5.0, and get less sleep than they should 2.9. Recurring medical problems were identified for 12% of the respondents, and 18% thought they would not be eligible for the military because of physical problems. About 77% of the sample rated themselves as physically fit or very fit, and 86% felt they could successfully complete basic training. The average height of the respondents was 70 inches; average weight was 168 lbs.

Several questions assessed family composition when the respondent was 7 years old and 15 years old. Respondents reported the following household members when they were 7 years old: mother 95%, father 81%, sister 55%, brother 56%, grandmother 5%, grandfather 3%, aunt 2%, uncle 2%, other relatives 2%, step-mother 1%, step-father 4%, female guardian 0%, male guardian .1%, and non-relatives 1%. At 15, those in the household included: mother 90%, father 72%, sister 53%, brother 55%, grandmother 5%, grandfather 3%, aunt 2%, uncle 1%, other relative 4%, step-mother 3%, step-father 9%, female guardian 0%, male guardian .1%, non-relative 2%, wife/girl friend .1%, children .1%; approximately .2% of respondents lived alone..

Their neighborhood was viewed as always safe by 59% of the sample. Within the last year, 69% had nothing worth less than $50 stolen, 77% did not have anything worth more than $50 stolen, and 75% did not have any property damaged. During the last year, 93% had not been injured by an armed person and 79% had not been threatened by an armed person. Further, 86% had not been injured by an unarmed person, and 69% had not been threatened by an unarmed person.

Half of respondents reported that they were high-school graduates (47%) or possessed an equivalency certificate (3%). Most of this group (60%) were currently enrolled in school or training. A total of 31% of the respondents reported that their fathers had completed a four-year college program or attended graduate school; 29% reported that their mothers had attained that educational level. Approximately 13% of the respondents were Hispanic, 72% were White, and 10% were Black. Only 1% were currently married.

Word Knowledge Test Results

The average time required to complete the word knowledge test was 4.8 minutes, with a standard deviation of 2.3 minutes. The time included .7 minutes for instructions and 4.1 minutes to respond to the items. Analysis of these scores for a group of 133 individuals who had also taken the ASVAB as part of the Student Testing Program indicated an uncorrected correlation of .71 between word knowledge and AFQT percentile. The population correlation, when corrected for restriction of range, is estimated to be .75, a result that is consistent with the values reported by Legree et al. (1998). McCloy and Sticha (1999) presents a more detailed analysis of the word knowledge test. This report is concerned with analyses that relate word knowledge to enlistment propensity or other predictions of enlistment behavior.

Prediction of Enlistment Propensity

Our basic analysis strategy was based on hierarchical and stepwise multiple linear regression techniques. Individual analyses were conducted for each of three dependent measures – stated propensity, predicted probability of application, and predicted probability of enlistment. The analysis was conducted in the following steps.

1. We began with multiple regression analysis that incorporated the baseline variables that are present in all of the models, namely age; Black, Hispanic, and other race indicator variables; marital status (married vs. not married); and word knowledge score.

2. We used stepwise regression to identify the relationship between the items in a group and the three criteria. The baseline variables were first entered into the regression model as a block. Then individual items were entered using a stepwise method.

3. We constructed variables representing the interaction between the items that had a significant relationship with propensity and each of the baseline predictors representing race/ethnicity or word knowledge. We entered the baseline variables and the item variables as a block, then looked at the interactions using the stepwise procedure.

4. If there was a significant interaction of a variable with word knowledge, we developed separate models for high- and low-aptitude respondents. We divided the respondents into four groups based on predicted AFQT categories. Category 1 & 2 represent the top 35% of the aptitude distribution, category 3A represents the next 15%, category 3B the next 29%, and category 4 & 5 includes the lowest 31% of the aptitude distribution.. The relationship between word knowledge and AFQT was not

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strong enough for us to predict AFQT scores in Categories 1 and 5 for enough respondents to make analysis of these groups feasible.

Baseline model. We first predicted stated propensity and the estimated likelihood of application and enlistment based on age, race and Hispanic heritage, marital status, and word knowledge score. The results, shown in Table 5, indicate that these variables account for roughly 10% of the variance in the propensity measures. Age and word knowledge were negatively related to all three propensity measures. The stronger relationship for estimated probability of enlistment reflects the fact that age was a significant predictor of enlistment in the YATS/MEPCOM data and hence was included in the prediction equation for enlistment. A notable aspect of these results is that race/ethnicity differences, which are obvious in Table 4, are largely eliminated when word knowledge is taken into account. The only significant relationship between race/ethnicity and the propensity measures was a positive relationship between Hispanic heritage and stated propensity.

Table 6 shows the number and percentage of respondents with positive stated propensity by race/ethnicity and predicted AFQT category. The totals across AFQT category differ from those shown in Table 4, which shows composite, active duty propensity in order to be consistent with the results of YATS. As Table 6 shows, racial and ethnic differences are greatly reduced within each AFQT category. In particular, Black propensity is close to the overall average for each category. However, since there are proportionately more Blacks in the lower aptitude categories, the overall propensity of Blacks is higher than the average. Hispanic propensity is greater than the average for all categories from 3A to 5. This difference is reflected in the significantly positive relationship between Hispanic heritage and stated propensity mentioned previously.

Predictions based on item responses. The next step in the analysis investigated how much the responses on CDS items could improve predictions of propensity over the baseline model. Groups of items were analyzed separately because not all respondents received all items. Also, similar items were not combined into scales but were analyzed individually, because preliminary analyses indicated that individual items were better predictors than scales.[1]

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[1] Scales were derived for career preference items.

Table 5.
Baseline Prediction of Stated Propensity and Estimated Application and Enlistment

Regression Summary

	Stated Propensity		Probability of Apply		Probability of Enlist	
	R	R^2	R	R^2	R	R^2
	0.27	0.08	0.25	0.06	0.40	0.16

ANOVA for the Regression

Source	Stated Propensity				Probability of Apply				Probability of Enlist			
	SS	df	MS	F	SS	df	MS	F	SS	df	MS	F
Regression	81.95	6	13.66	23.23**	1.43	6	0.24	17.17**	1.51	6	0.25	52.25**
Residual	1008.44	1715	0.59		21.74	1566	0.01		7.72	1606	0.00	
Total	1090.39	1721			23.17	1572			9.23	1612		

Correlations and Regression Coefficients

Variable	Stated Propensity			Probability of Apply			Probability of Enlist		
	r	Beta	t	r	Beta	t	r	Beta	t
Age	-0.21	-0.184	-7.61*	-0.23	-0.212	-8.33*	-0.40	-0.390	-16.45**
Black	0.03	-0.004	-0.16	0.06	0.044	1.70	0.00	-0.019	-0.78
Hispanic	0.08	0.059	2.44*	0.03	0.029	1.12	0.02	0.016	0.65
Other	0.03	0.026	1.10	0.00	-0.006	-0.25	0.02	0.001	0.04
Marital Status	-0.01	0.011	0.48	-0.03	0.006	0.24	-0.05	0.004	0.19
Word Knowledge	-0.20	-0.153	-6.01*	-0.14	-0.074	-2.77*	-0.13	-0.052	-2.10*

$* p < .05, ** p < .01$

Table 6.
Positive Stated Propensity Number and Percentage by Race/Ethnicity and Predicted AFQT Category

Race/ Ethnicity	Predicted AFQT Category									
	1 & 2		3A		3B		4 & 5		Total	
	#	%	#	%	#	%	#	%	#	%
White	41	10.2	34	11.4	51	16.2	40	24.2	166	13.9
Black	1	6.3	3	13.6	6	15.8	28	31.5	38	24.4
Hispanic	1	3.3	6	16.7	16	24.2	30	31.6	53	23.6
Other	4	10.8	6	16.2	7	24.2	19	31.6	36	23.6
Total	47	9.8	49	12.4	80	17.4	117	29.6	293	17.0

Table 7 summarizes the results of the regressions for each group of predictors. The top half of the display for each group shows the overall multiple R, R^2, and N for the baseline model and the model including item responses. The bottom half of the display shows statistics for the items that produced significant improvements in prediction over the baseline model. The remainder of this discussion highlights the significant predictors for each question category. Many of the results combine dependent variables, because the results were often consistent across variables. However, some relationships were significant for one or two criteria, but not for the remaining.

Table 7.
Results of Stepwise Regression of Item Effects

	Stated Propensity			Probability of Apply			Probability of Enlist		
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Physical Fitness									
Baseline Model	0.28	0.078	1,616	0.26	0.065	1,481	0.41	0.170	1,518
Baseline and Items	0.35	0.125	1,616	0.32	0.104	1,481	0.45	0.204	1,518
Item Effects	Beta	R^2 Increase	F	Beta	R^2 Increase	F	Beta	R^2 Increase	F
No fear of basic training	0.19	0.039	70.04**	0.20	0.038	63.14**	0.18	0.031	58.12**
Sleep at least 7 hours	0.07	0.006	10.51**				0.06	0.003	6.34*
Exercise vigorously	0.06	0.003	5.08*						
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Education									
Baseline	0.18	0.033	781	0.20	0.042	733	0.37	0.138	746
Baseline and Items	0.20	0.041	781	0.26	0.066	733	0.39	0.148	746
Item Effects	Beta	R^2 Increase	F	Beta	R^2 Increase	F	Beta	R^2 Increase	F
Education level				-0.099	0.010	7.34**			
High school diploma	-0.093	0.008	6.84**	-0.077	0.006	4.50*	-0.083	0.006	4.98*
Father's education				-0.097	0.008	6.35*	-0.067	0.004	3.87*

Table 7.
Results of Stepwise Regression of Item Effects

	Stated Propensity			Probability of Apply			Probability of Enlist		
Family Structure									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline	0.27	0.073	1,713	0.25	0.061	1,566	0.40	0.162	1,606
Baseline and Items	0.31	0.095	1,713	0.31	0.097	1,566	0.44	0.190	1,606
Item Effects	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Lived w/step-mother at 15	0.085	0.007	12.08**	0.084	0.013	22.01**	0.078	0.011	21.10**
Lived w/step-father at 15	0.076	0.006	10.90**	0.112	0.012	19.71**	0.107	0.010	19.29**
Lived w/grandfather at 7	0.070	0.004	6.91**	0.050	0.002	4.15*			
Lived w/other relative at 7	-0.060	0.004	6.82**						
Lived w/sister at 7	0.047	0.002	4.04*	0.065	0.004	6.29*	0.055	0.003	5.81*
Lived w/mother at 15				-0.079	0.005	8.57**	-0.073	0.004	7.04**
Safety in Neighborhood									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline	0.28	0.077	1,708	0.25	0.062	1,564	0.40	0.163	1,603
Baseline and Items	0.29	0.084	1,708	0.27	0.073	1,564	0.41	0.170	1,603
Item Effects	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Risk in neighborhood	0.065	0.005	9.15**	0.084	0.009	14.67**	0.084	0.007	13.37**
Injured by armed person	0.050	0.002	4.49*	0.050	0.002	4.04*			
Threatened by unarmed									

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Table 7.
Results of Stepwise Regression of Item Effects

	Stated Propensity			Probability of Apply			Probability of Enlist		
Reasons to Enlist									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline	0.28	0.077	1,607	0.26	0.067	1,479	0.41	0.170	1,515
Baseline and Items	0.39	0.154	1,607	0.41	0.165	1,479	0.50	0.245	1,515
Item Effects	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Develop work skills	0.169	0.025	44.94**	0.192	0.034	55.74**	0.151	0.022	41.16**
Family tradition	0.115	0.012	21.14**	0.161	0.024	39.48**	0.153	0.022	41.49**
Duty towards country	0.120	0.011	19.16**	0.073	0.005	8.70**	0.063	0.004	7.67**
Chance to travel	0.099	0.009	16.64**	0.095	0.008	13.51**	0.106	0.010	19.74**
Self-esteem/pride	0.081	0.006	11.90**	0.109	0.012	20.21**	0.089	0.007	14.56**
To develop discipline	0.078	0.005	9.76**	0.092	0.007	11.58**	0.078	0.005	10.10**
National defense	0.070	0.004	8.27**						
Pay for future education	0.069	0.004	8.39**	0.096	0.007	12.10**	0.078	0.005	9.28**
Retirement benefits				0.050	0.002	4.34*			
Self-Assessed Ability									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline	0.28	0.076	774	0.28	0.078	722	0.43	0.182	735
Baseline and Items	0.28	0.081	774	0.31	0.098	722	0.44	0.194	735
Item Effects	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Grade average	-0.076	0.005	4.08*	-0.153	0.019	15.41**	-0.122	0.012	11.21**
Personality/Temperament									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline	0.25	0.064	857	0.27	0.070	793	0.42	0.175	806
Baseline and Items	0.26	0.069	857	0.27	0.070	793	0.42	0.175	806
Item Effects	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Not considered bashful	-0.072	0.005	4.73*						

Table 7.
Results of Stepwise Regression of Item Effects

Knowledge of Military Facts

Overall Models	Stated Propensity			Probability of Apply			Probability of Enlist		
	R	R^2	N	R	R^2	N	R	R^2	N
Baseline	0.30	0.088	786	0.31	0.096	710	0.43	0.186	731
Baseline and Items	0.30	0.088	786	0.32	0.102	710	0.43	0.186	731
Item Effects	**Beta**	**R^2 Increase**	**F**	**Beta**	**R^2 Increase**	**F**	**Beta**	**R^2 Increase**	**F**
% recruits w/HS diploma	0.073	0.005	4.16*	0.078	0.006	4.63*			

Military Attitudes

Overall Models	Stated Propensity			Probability of Apply			Probability of Enlist		
	R	R^2	N	R	R^2	N	R	R^2	N
Baseline	0.29	0.084	857	0.30	0.090	773	0.43	0.181	797
Baseline and Items	0.52	0.269	857	0.54	0.296	773	0.58	0.339	797
Item Effects	**Beta**	**R^2 Increase**	**F**	**Beta**	**R^2 Increase**	**F**	**Beta**	**R^2 Increase**	**F**
Like job security	0.185	0.098	102.11**	0.197	0.106	100.57**	0.166	0.077	81.99**
Enlistment time OK	0.199	0.055	61.30**	0.189	0.060	61.90**	0.173	0.049	55.85**
Military training useful	0.136	0.019	21.93***	0.111	0.011	11.91**	0.102	0.009	11.06**
Life not too dangerous	0.127	0.013	15.09***	0.135	0.021	22.08***	0.107	0.014	16.67**
Following orders OK				0.097	0.008	8.92***	0.096	0.008	9.57**

Career Preference

Overall Models	Stated Propensity			Probability of Apply			Probability of Enlist		
	R	R^2	N	R	R^2	N	R	R^2	N
Baseline	0.26	0.067	853	0.18	0.033	774	0.36	0.132	793
Baseline and Items	0.27	0.071	853	0.20	0.041	774	0.37	0.140	793
Item Effects	**Beta**	**R^2 Increase**	**F**	**Beta**	**R^2 Increase**	**F**	**Beta**	**R^2 Increase**	**F**
Realistic	0.073	0.005	4.16*	-0.090	0.008	6.17*	0.071	0.004	3.90*
Conventional							-0.067	0.004	3.89*

Table 7.
Results of Stepwise Regression of Item Effects

	Stated Propensity			Probability of Apply			Probability of Enlist		
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Work Values									
Baseline	0.28	0.077	759	0.20	0.042	689	0.37	0.140	708
Baseline and Items	0.29	0.085	759	0.22	0.047	689	0.38	0.145	708
Item Effects	Beta	R^2 Increase	F	Beta	R^2 Increase	F	Beta	R^2 Increase	F
Chance to help others	0.089	0.008	6.42*	0.075	0.006	3.97*	0.069	0.005	3.91*
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Decision Making Process									
Baseline	0.31	0.098	837	0.29	0.084	774	0.43	0.182	796
Baseline and Items	0.31	0.098	837	0.30	0.090	774	0.43	0.186	796
Item Effects	Beta	R^2 Increase	F	Beta	R^2 Increase	F	Beta	R^2 Increase	F
Not ready for decision				-0.080	0.006	4.97*			
Not thought about plans							-0.069	0.005	4.54*
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Support and Activities									
Baseline	0.33	0.108	821	0.30	0.089	762	0.43	0.189	782
Baseline and Items	0.34	0.113	821	0.34	0.116	762	0.45	0.199	782
Item Effects	Beta	R^2 Increase	F	Beta	R^2 Increase	F	Beta	R^2 Increase	F
Academic awards	-0.071	0.005	4.27*	-0.102	0.007	5.75*	-0.089	0.005	5.08*
Number of sports				0.109	0.009	7.52**	0.073	0.005	4.98*
Use of computer				-0.092	0.006	5.04*			
Number of music groups				0.072	0.005	4.26*			

Physical fitness and health issues. People who take part in vigorous exercise, regularly sleep more than 7 hours, and are confident about their ability to complete basic training show higher propensity. The strongest predictor is confidence in the ability to complete basic training, which accounts for over 3% of the variance in each of the three dependent measures.

Education. Consideration of educational variables increases criterion variance that can be accounted for by about 1%. Respondents without high school diplomas showed higher propensity than those with diplomas by all three measures (even when age and word knowledge were considered). Similarly, father's education was inversely related to the estimated probability of applying, and overall education level was inversely related to both the probability of applying and the probability of enlisting.

Family structure at 7 and 15 years of age. Family structure accounts for between 2% and 3% additional criterion variance after baseline variables have been considered. Family structure at 15 is more closely associated with propensity than it is at 7. Respondents who had lived with both natural parents when they were 15 had lower propensity than those who lived with a stepparent, a result consistent with the findings of Bachman et al. (1998). Respondents who had lived with a grandfather or sister when they were 7 years old expressed higher stated propensity, while those who had lived with another relative at that time expressed lower propensity. We offer no interpretation of these differences (at 7 years of age), but note that except for living with a sister, the results are not consistent across dependent variables.

Safety in neighborhood. Although predictors in this category account for little variance in the criteria (between .7% and 1.1%), the results are in the anticipated direction. Overall, indicators of neighborhood safety are associated with lower enlistment propensity by all three measures. The significant predictors assess a respondent's overall judgment of his neighborhood's safety and whether the respondent was threatened by an unarmed person or injured by an armed person. The specific significant predictors are not consistent among dependent measures.

Reasons to enlist. The reasons to enlist capture substantial criterion variance. In fact, for stated propensity and probability of applying, they capture as much or more variance than the baseline variables (7.7% for stated propensity, 9.8% for probability of application). This result is not particularly surprising; one would expect individuals who are likely to enlist to know of more reasons for enlisting. Nine reasons for enlisting were significant predictors of one or more criterion variable. Seven of these reasons predicted all three criteria.

Self-assessed ability. Grade average is negatively related to propensity, even after differences in word knowledge are factored out. This improvement in prediction is statistically significant for all three criteria, but the variance accounted for by this factor varies from 0.5% for stated propensity to 1.9% for the probability of application.

Personality/temperament (conscientiousness, agreeableness, extroversion). With a single exception, neither the personality items nor scales derived from them added to the prediction of propensity. One of the extroversion items was inversely related to stated propensity, but this relationship was relatively small (improving R^2 by 0.5%) and did not occur with the other criteria.

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Knowledge of military facts. Military knowledge items also showed little relationship to the criteria. The only exception was that respondents who knew that most enlisted personnel have a high school diploma were estimated to be more likely to apply.

Attitude toward the military. A positive attitude toward the military is associated with higher propensity. The attitude items accounted for more variance (between 16% and 21%) in the propensity measures than items in any other area. Significant predictors include concern about enlisting too long, job security, concern about danger on the job, perception of the usefulness of military training, and concern about the need to follow orders. All relationships are in the expected direction.

Career preferences. Career preferences showed some small but significant relationships with propensity measures. Respondents who preferred jobs with a realistic theme had higher stated propensity and higher probability of enlistment than did those who preferred investigative jobs. In addition, both the probability of application and the probability of enlistment were higher for respondents who preferred artistic jobs than for those who preferred conventional jobs. The first of these findings agrees with expectations, but the second contradicts them, because military jobs are generally rated as realistic and conventional.

Work values. All three propensity measures were positively related to a desire to help others. Though consistent, this relationship accounted for less than 1% of the variance of the criteria.

Decision making process. These items measure the level of consideration that respondents have given to their career choices and the amount of uncertainty they have about what choice they will make. The results indicate that respondents who are more certain about their future plans and feel prepared to make decisions about their future show greater propensity. However, this relationship is not consistent across dependent measures and accounts for a small proportion (0.5%-0.6%) of the criterion variance.

Academic support and activities. Several high school activities are significantly related to the criteria; these relationships account for as much as 2.7% of the variance of the dependent measures. Those who have high stated propensity or who are estimated as being more likely to apply or enlist tend to participate in more sports but earn fewer academic awards. Those who participate in music or drama are estimated to be more likely to apply; those who use a computer more often are less likely.

Interactions with word knowledge and race/ethnicity. The results of the analyses of interactions are shown in Table 8. The format for this table parallels that for Table 7. The top half of the display for each group of predictors shows the overall multiple R, R^2, and N for the model including item responses and the model that adds interaction terms. These models include only the items that showed a significant relationship with the criteria in the previous analysis. Consequently, there are usually fewer cases with missing values, and the estimates differ slightly from those shown in Table 7. The bottom half of the display shows statistics for the interactions that produced significant improvements in prediction over the baseline model.

Table 8.
Results of Stepwise Regression of Item Interactions

	Stated Propensity			Probability of Apply			Probability of Enlist		
Overall Models	R	R²	N	R	R²	N	R	R²	N
		Physical Fitness							
Baseline and Items	0.35	0.126	1,654	0.32	0.103	1,514	0.45	0.203	1,552
Items and Interactions	0.36	0.129	1,654	0.33	0.105	1,514	0.45	0.206	1,552
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Other x exercise	0.122	0.003	6.30*						
WK x no fear of basic training				-0.291	0.003	4.54*	-0.325	0.003	6.65**
Overall Models	R	R²	N	R	R²	N	R	R²	N
		Education							
Baseline and Items	0.23	0.052	881	0.26	0.042	739	0.37	0.126	816
Items and Interactions	0.23	0.052	881	0.28	0.077	739	0.37	0.126	816
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Black x education level				-0.856	0.006	4.73*			
Hisp. x high school diploma				0.662	0.006	4.47*			
Overall Models	R	R²	N	R	R²	N	R	R²	N
		Family Structure							
Baseline and Items	0.31	0.095	1,713	0.31	0.097	1,566	0.44	0.190	1,606
Items and Interactions	0.31	0.095	1,713	0.31	0.097	1,566	0.45	0.200	1,606
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Hisp. x sister at 7				0.204	0.005	7.80**	0.191	0.004	7.50**
Other x stepfather at 15				0.448	0.004	6.53*	0.508	0.004	8.63**
Other x mother at 15							-0.170	0.002	4.55*

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Table 8.
Results of Stepwise Regression of Item Interactions

	Stated Propensity			Probability of Apply			Probability of Enlist		
Study in Neighborhood									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline and Items	0.29	0.082	1,722	0.27	0.073	1,571	0.41	0.171	1,613
Items and Interactions	0.30	0.088	1,722	0.30	0.089	1,571	0.43	0.183	1,613
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Other x injured by armed person	0.096	0.007	12.44**	0.137	0.013	22.85**	0.130	0.012	24.32**
WK x threatened by unarmed				0.058	0.002	4.06*			
Reasons to Enlist									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline and Items	0.39	0.154	1,607	0.41	0.165	1,479	0.50	0.245	1,515
Items and Interactions	0.41	0.168	1,607	0.43	0.187	1,479	0.51	0.262	1,515
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Black x pay for future education	0.213	0.004	6.61**	0.269	0.006	11.52**	0.217	0.004	8.60**
Other x develop discipline	0.486	0.003	5.41*	0.673	0.007	13.13**	0.696	0.008	15.71**
Other x family tradition	-0.556	0.004	6.94*						
Other x duty to country	-0.314	0.002	4.58*						
Hisp. x chance to travel	0.300	0.002	3.87*						
Black x develop work skills				0.304	0.005	8.58**	0.234	0.003	5.87*
Black x family tradition				-0.508	0.003	4.99*	-0.463	0.002	4.65*
Self-Assessed Ability									
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Baseline and Items	0.26	0.070	860	0.30	0.088	794	0.43	0.187	807
Items and Interactions	0.26	0.070	860	0.30	0.088	794	0.43	0.187	807
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
None									

Table 8.
Results of Stepwise Regression of Item Interactions

	Stated Propensity			Probability of Apply			Probability of Enlist		
Personality/Temperament									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline and Items	0.27	0.072	863	0.27	0.070	793	0.42	0.175	806
Items and Interactions	0.27	0.072	863	0.27	0.070	793	0.42	0.175	806
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
None									
Knowledge of Military Facts									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline and Items	0.30	0.088	786	0.31	0.096	779	0.43	0.186	731
Items and Interactions	0.30	0.088	786	0.31	0.096	779	0.43	0.186	731
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
None									
Military Attitudes									
Overall Models	R	R²	N	R	R²	N	R	R²	N
Baseline and Items	0.52	0.270	870	0.54	0.296	781	0.58	0.340	805
Items and Interactions	0.53	0.278	870	0.56	0.311	781	0.59	0.350	805
Significant Interactions	Beta	R² Increase	F	Beta	R² Increase	F	Beta	R² Increase	F
Black x military training useful	-0.227	0.007	8.48**	0.211	0.006	6.41*	0.174	0.004	5.00*
WK x like job security				-0.188	0.005	4.99*			
Other x military training useful				0.156	0.004	4.40*	0.199	0.005	6.44*

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Table 8.
Results of Stepwise Regression of Item Interactions

	Stated Propensity			Probability of Apply			Probability of Enlist		
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Current Preference									
Baseline and Items	0.27	0.072	859	0.20	0.041	778	0.37	0.139	795
Items and Interactions	0.27	0.072	859	0.20	0.041	778	0.39	0.144	795
Significant Interactions	Beta	R^2 Increase	F	Beta	R^2 Increase	F	Beta	R^2 Increase	F
Other x Realistic							0.110	0.005	4.52*
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Work Values									
Baseline and Items	0.29	0.085	759	0.22	0.047	689	0.38	0.145	708
Items and Interactions	0.29	0.085	759	0.23	0.053	689	0.39	0.153	708
Significant Interactions	Beta	R^2 Increase	F	Beta	R^2 Increase	F	Beta	R^2 Increase	F
Hisp. x chance to help others				-0.164	0.006	4.48*			
Other x chance to help others							0.198	0.008	6.71**
Overall Models	R	R^2	N	R	R^2	N	R	R^2	N
Decision Making Process									
Baseline and Items	0.31	0.098	837	0.30	0.089	776	0.43	0.186	798
Items and Interactions	0.31	0.098	837	0.30	0.089	776	0.44	0.190	798
Significant Interactions	Beta	R^2 Increase	F	Beta	R^2 Increase	F	Beta	R^2 Increase	F
Hisp. x not thought about plans							0.151	0.004	4.09*

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Table 8.
Results of Stepwise Regression of Item Interactions

	Stated Propensity			Probability of Apply			Probability of Enlist		
	Support and Activities								
Overall Models	**R**	**R²**	**N**	**R**	**R²**	**N**	**R**	**R²**	**N**
Baseline and Items	0.33	0.106	833	0.34	0.112	771	0.44	0.196	793
Items and Interactions	0.33	0.111	833	0.34	0.118	771	0.45	0.201	793
		R²			**R²**			**R²**	
Significant Interactions	**Beta**	**Increase**	**F**	**Beta**	**Increase**	**F**	**Beta**	**Increase**	**F**
Other x academic awards	-0.101	0.005	4.91*	-0.104	0.006	4.82*	-0.095	0.005	4.58*

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In general, interactions did not substantially improve predictions. Although there are several statistically significant interactions, results were often not consistent across criteria and usually did not account for substantial criterion variance. Nevertheless, some interactions might help our understanding of the career decision process or may have practical implications for recruiting policy. The remainder of this section lists the statistically significant interactions with word knowledge and race/ethnicity.

Interactions with word knowledge are interesting, because they might suggest strategies to recruit high aptitude individuals. Analysis uncovered only three of these interactions.

1. Confidence in ability to complete basic training was a less important determiner of application and enlistment likelihood for high aptitude respondents. Separate models for aptitude categories indicated that the primary difference was between respondents in Category 1 or 2 and respondents in the remaining categories.

2. The weight of attitude toward job security is less for high-aptitude respondents than for lower aptitude respondents. Individual models by aptitude category indicated that the primary difference was between respondents in the upper half of the aptitude distribution (Categories 1-3A) and respondents in the remaining categories.

3. A small interaction was found between word knowledge and whether the respondent reported being threatened by an unarmed individual. The interaction would suggest that this safety concern is a better predictor for high aptitude respondents. Though significant, this interaction accounted for a very small proportion of the criterion variance, and it was not analyzed further.

Interactions with race or ethnicity may serve an explanatory function, but probably will not have a substantial effect on recruiting policy. Several such interactions were found; the following list describes those interactions that are consistent across criteria or that account for a substantial proportion of the criterion variance. All statistically significant interactions are displayed in Table 8.

1. The negative effect of education level on probability of application was larger for Blacks than for other respondents. Similarly, the effect of having a high school diploma on probability of application is smaller for Hispanics than for other respondents.

2. Some of the effects of family structure variables on predicted application and enlistment are significantly greater for Hispanic or other race respondents.

3. Being injured by an armed person seems to have a greater effect on propensity measures for other race respondents than for the rest of the sample.

4. There were several interactions between race or ethnicity and reasons for enlisting. Getting money for school and obtaining work skills are more closely related to propensity for Black respondents. Developing discipline is more closely related to propensity for other race respondents. A family tradition of military service is less of a factor for Blacks and other race respondents.

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5. For Black and other race respondents, attitude toward the usefulness of the job skills for civilian work is more important than for the rest of the sample.

6. The number of academic awards received in high school is a more powerful predictor of propensity for other race respondents than for the rest of the sample.

Discussion and Recommendations

The goal of this project was to test a variety of measures that might predict enlistment behavior, or that might be used to segment the youth population, and to identify those that could best supplement the information that is already collected in YATS. Items were chosen for inclusion into the CDS based on several sources of research and analyses that had been performed on data from three national youth surveys (YATS, ACOMS, and MtF). Because of the wide variety of predictors used, it was anticipated that only a subset of them would be significantly related to the criteria. The analyses have identified several variables that have considerable utility in predicting enlistment behavior.

Attitudes toward the military are the most powerful predictors of propensity among the items in the CDS. Respondents who expressed positive attitudes toward the conditions of military service showed greater propensity for enlistment by all three of the measures that were examined. According to the attitude data, job security is one of the major benefits that lead youth to enlist. In addition, concern about enlistment time seems to be a major deterrent. Similarly, those who expressed reasons for enlisting showed higher propensity than those who did not. Interactions involving attitudes and reasons to enlist gave some insight into racial and ethnic differences in attitudes that affect the likelihood that they will enlist.

Physical fitness is another characteristic of those who are more likely to enlist. The physical rigors of basic training are well known to youth and may deter enlistment for those who are uncertain of their abilities to stand up to them. Programs that address youth perceptions about the challenges of basic training or that prepare potential recruits to meet them may encourage additional qualified youth to enlist.

Our results indicate that youth living with stepparents are more likely to enlist than those living with their natural parents, a result that is consistent with the MtF data analyzed by Bachman et al. (1998). Their current family situation seems to be more of a predictor of propensity than the situation earlier in their lives. However, many factors characterized the relationship between family structure and propensity, and an easy interpretation of these results is not possible.

Several academic-related items in addition to word knowledge predict propensity. These factors include high school grades, academic awards, and possession of a high school diploma. All reduce the likelihood of enlistment and confirm the established dogma that the youth that the Army wants most are the least likely to enlist.

It is important to keep in mind that the application and enlistment criteria used in this project are surrogates that were developed because actual enlistment data will not be available for some time. They are combinations of propensity measures that have predicted enlistment behavior in the past. Consequently, they cannot capture the unique variation in enlistment behavior that is unrelated to the propensity measures. Some variables that do not predict propensity may be better predictors of actual enlistments than would be suggested by the current analysis. Other variables that predict propensity well may not add substantially to the prediction of actual enlistments beyond what is already predicted by propensity.

In addition, our design did not allow us to compare the predictions of different types of items without drastically reducing the sample size available to perform the analysis. Such an analysis would require either a longer survey (with all items presented to all respondents) or fewer items. The results of this effort provide the information necessary to eliminate items that are not good predictors in order to conduct a more detailed investigation of items with greater potential to predict enlistment behavior.

Our analysis of YATS/MEPCOM data indicated that whether or not a respondent had considered military service is a powerful predictor of enlistment behavior. Individuals who had not considered military service when they responded to the YATS are very unlikely to enlist. Consequently, answers to this question could be used to specify the proportion of low propensity youth that are especially poor enlistment prospects. Examination of trends for this item would help to indicate the extent to which reduced enlistment propensity can be overcome by increased recruiting resources.

Finally, the telephone word knowledge test provides a quick and reasonably accurate measure of aptitude. Although a more detailed analysis of this measure is presented elsewhere (McCloy & Sticha, 1999), the data provided by such a test are useful in identifying segments of the youth population with either high or low aptitude. Furthermore, the test can be administered in a fairly short amount of time (4.8 minutes), which could be reduced further (to less than 4 minutes) by adjusting the number of items that are presented. For example, 78% of all respondents received 15 vocabulary questions, while the remaining respondents received 10. Reducing the number of items to 10 for all respondents would be expected to reduce the length of the test to less than 4 minutes.

Implementation of Survey Items

Some of the items that were found to predict propensity, most notably the reasons for enlisting, are already included in the YATS. The most useful additional items for predicting propensity or segmenting the youth population – the telephone word knowledge test, military attitude items, and items about physical fitness – represent an additional respondent burden of approximately 6 minutes, assuming that the length of the telephone test is reduced to 4 minutes. The most important family structure variables can be added with little additional burden.

Implementing the telephone word knowledge test in a CATI environment will involve considerable programming effort. Developing the capability to present adaptive tests within existing CATI technology represents a substantial undertaking. However, the telephone test could be implemented as a stand-alone application with considerably less effort and low technical risk. Because of time constraints on the development of the CDS, the telephone test was implemented in that survey using a separate laptop computer for each interviewer. Test results were consolidated on diskette daily to maintain the response records. While this solution was sufficient for the purposes of this project, it would not be acceptable for a production survey such as the YATS, which includes over 300 interviewers. Consequently, some additional software development would be required to implement the telephone test in YATS.

Implications for Recruiting

Some of the survey results have relatively direct implications for recruiting policies and procedures. The most noteworthy of these results are enumerated below.

1. Youth who are attracted to the job security that the military offers are likely to enlist. However, this variable interacts with aptitude such that job security is less important for high-quality youth. The recent drawdown may have eroded the level of security that is perceived by the youth population. Efforts to restore the perception of military jobs as secure may make them more attractive to youth.

2. Concern about the length of the enlistment commitment seems to deter some from expressing interest in military service. Thus, our results offer some support to those who argue for shorter enlistment terms.

3. Concern about the physical requirements of basic training also seems to deter some from enlisting. Programs that correct inaccurate perceptions about the physical requirements of basic training might help to attract some eligible individuals. In addition, some type of remedial physical training might also encourage those who are concerned about the physical requirements to enlist.

4. Although knowledge of military facts generally did not predict propensity, these items identified substantial misconceptions about military organization and jobs. Accurate information about the vast array of career opportunities available in the Army may encourage some youth to consider military service. In addition, youth who correctly believed that a high proportion of soldiers are high school graduates were estimated to be more likely to apply for military service.

5. It is especially difficult to attracting high aptitude youth to enlist. All variables that assessed aptitude or academic achievement were inversely related to propensity measures. In addition, interactions with aptitude (measured by word knowledge) did not suggest approaches that could be tailored to the preferences of high aptitude youth

Research Needs

The importance of attitudes in our results suggests avenues for further analysis of YATS data. Attitude questions are routinely asked as a part of YATS. We have not analyzed these data to date because the specific questions change from year to year. However, given the importance of attitudes toward the military in predicting propensity, analysis of the questions contained in the YATS data would allow the validation of some of these relationships against actual enlistment behavior. In addition, such analysis would allow one to determine whether attitudes contribute to prediction beyond what can be done by propensity alone. Finally, the larger sample size available in YATS would make it easier to identify interactions between attitudes and aptitude.

The CDS was limited in several ways – it sampled males only, it did not include enlistment data, it did not permit comparison of responses to items from different groups, and it did not include cross validation. Further application of the CDS should use a reduced set of

items that would be presented to all respondents. Since women make up an increasing proportion of the Armed Forces, both male and female youth should be surveyed. Finally, the current data should be reexamined when sufficient time has passed for the members of the current sample to make their enlistment decision. Such an analysis would provide additional information on the propensity of youth to enlist for military service, as well as later career choices made by enlisted personnel.

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APPENDIX A:
CAREER DECISION SURVEY

Career Decision Survey
Master Version

INTRODUCTION

Hello, this is _____. I am calling from Westat, a private research organization in Rockville, Maryland.

We are conducting a study to find out about the opinions and career plans of young adults. The study is being conducted for the Department of Defense, and has been given the approval number of 0702-0107 by OMB, with an expiration date of 05/31/2001.

PRIVACY ACT STATEMENT

Any information you provide is protected under the Privacy Act of 1974. Your identity will not be released for any reason. You may ask us to skip any questions with which you are not comfortable, and you can stop the discussion at any time.

[Please listen to the following statement required by the Privacy Act of 1974 before completing this survey:

Authority: This study is authorized in 10 U.S. Code 2358, Research Projects.

Principle Purposes: To collect information on the opinions and career plans of young adults. This information will be used to identify the items that best predict enlistment propensity, and to segment the population by quality and availability factors.

Routine Uses: The data collected will be used by the Army Research Institute and its prime contractor, the Human Resources Research Organization, to investigate the viability of alternative means of indirectly assessing cognitive ability and enlistment propensity. No reports or studies will personally identify you or your responses as an individual. All information will be reported and analyzed in the aggregate.

Mandatory or Voluntary Disclosure and Effect on Individual Providing Information: Your disclosure of information in this survey is completely voluntary. There are no negative consequences for you if you should decline to respond to this survey or if you should decide to terminate this discussion before completing the survey.]

At the end of our discussion, I will ask for your Social Security Number, but providing it is voluntary. This is authorized by the President in Executive Order 9397. The Defense Department uses Social Security Numbers to match the career plans and attitudes of American youth to later military enlistment data.

You are entitled to a printed copy of the Privacy Act Statement that applies to this survey. [Would you like a copy of the statement?] [IF YES, GET ADDRESS AND PROVIDE RESPONDENT COPY OF PRIVACY ACT STATEMENT.]

AGENCY DISCLOSURE NOTICE

The public reporting burden for this collection of information is estimated to average 30 minutes per respondent, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden to: Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0702-0107), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

INTRO   I need to confirm some information before we get started.

Q1.   **WHAT IS THE GENDER OF THE PERSON ON THE LINE?**
[ASK IF NECESSARY: Are you male or female?]

MALE 1
FEMALE 2   (GO TO RESULT)

Q2.   **What is your date of birth?**

Month   ___ ___   [H: 1-12]
Day   ___ ___   [H: 1-31]
Year   ___ ___   [S: 76-82, H: 74-84]

01.....January	04.....April	07.....July	10.....October
02.....February	05.....May	08.....August	11.....November
03.....March	06.....June	09.....September	12.....December

Q2A.   **Have you ever been in military service?**

YES... 1
NO.. 2

EDUCATION

INTRO   Now, I have some questions about your educational and employment experiences.

Q3.   **Are you enrolled in school or a training program now?**

YES... 1
NO.. 2
REFUSED.. -7   (SKIP TO Q5)
DON'T KNOW .... -8

Q4.   **What kind of school or training are you enrolled in?**

====IF 3, SHOW REVERSE VIDEO PROBE: Is that a high school program?====

HIGH SCHOOL 1
GED/HIGH SCHOOL EQUIVALENCY PROGRAM.................... 2
VOCATIONAL, BUSINESS, OR TRADE SCHOOL.................... 3
2-YEAR JUNIOR OR COMMUNITY COLLEGE 4
4-YEAR COLLEGE OR UNIVERSITY...................................... 5
GRADUATE OR PROFESSIONAL SCHOOL............................ 6
OTHER 7
REFUSED.. -7
DON'T KNOW .... -8

Q5. Will you be enrolled in school or a training program next September?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

> IF Q4=3, 4, 5 OR 6, SKIP TO Q8.

Q6. How likely is it that you will continue your education past high school? Would you say...

Definitely,	1	(SKIP TO Q8)
Probably,	2	(SKIP TO Q8)
Probably not, or	3	
Definitely not?	4	
ALREADY CONTINUED EDUC PAST HIGH SCHOOL	5	
REFUSED	-7	(SKIP TO Q8)
DON'T KNOW	-8	(SKIP TO Q8)

Q6OV. Why not?

DISLIKE SCHOOL	1
NOT INTERESTED	2
LACK OF FUNDS	3
PREFER TO WORK	4
FAMILY RESPONSIBILITIES	5
WOULDN'T GET ACCEPTED/ WASN'T ACCEPTED	6
OTHER	7
REFUSED	-7
DON'T KNOW	-8

EMPLOYMENT

Q8. Are you currently employed?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Q8OV. [IF YES ASK] Is that full time or part time?

FULL TIME	1
PART TIME	2
REFUSED	-7
DON'T KNOW	-8

Q9. Are you actively looking for work now?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Q10. Will you be working next September?

        YES 1
        NO 2
        REFUSED .... -7
        DON'T KNOW .... -8

Q10OV. [IF YES ASK] Is that full time or part time?

        FULL TIME 1
        PART TIME 2
        REFUSED .... -7
        DON'T KNOW .... -8

Q11. How easy or difficult is it for someone your age to get a full-time job in your community? Is it...

        Very easy, ... 1
        Somewhat easy, ... 2
        Neither easy nor difficult, ... 3
        Somewhat difficult, or 4
        Very difficult? 5
        REFUSED .... -7
        DON'T KNOW .... -8

Q12. Next, I will read a list of college entrance tests. As I read each one, please tell me if you have taken or plan to take that test.

	TAKEN	NOT TAKEN	PLAN TO TAKE	REF	DK
a. PSAT?	1	2	3	-7	-8
b. SAT?	1	2	3	-7	-8
c. ACT?	1	2	3	-7	-8
d. ASVAB?	1	2	3	-7	-8

Q12S. [FOR EACH TEST TAKEN ASK] What was your score on the...

a. PSAT?   math _____ (H:20-80)   verbal _____ (H:20-80)   total _____ (H:40-160)
b. SAT?   math _____ (H:200-800) verbal _____ (H:200-800) total _____ (H:400-1600)
c. ACT?   math _____ (H:1-36)   verbal _____ (H:1-36)   total _____ (H:2-72)
d. ASVAB?   AFQT _____ (H:1-99)

Q13. Have you taken any other college entrance test?

        YES 1
        NO 2
        REFUSED .... -7
        DON'T KNOW .... -8

IF Q4=1 OR 2, USE "AFTER YOU GET OUT OF HIGH SCHOOL" IN Q14, ELSE USE "FOR THE NEXT FEW YEARS."

Q14. Now, let's talk about your plans {after you get out of high school/for the next few years}. What do you think you might be doing? [PROBE: Anything else?] [CODE ALL THAT APPLY; CTRL-P TO EXIT]

GOING TO SCHOOL	1
WORKING	2
JOINING THE MILITARY	3
OTHER	4
REFUSED	-7
DON'T KNOW	-8

Q15. <u>Before we talked today</u>, had you <u>ever considered</u> the possibility of joining the military?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Q16. If you were to consider joining the military, what would be the <u>main</u> reasons? [PROBE: Any other reasons?] [CODE ALL THAT APPLY; CTRL-P TO EXIT]

PAY/MONEY	1	
TRAVEL	2	
NATIONAL DEFENSE	3	
RETIREMENT BENEFITS	4	
DEVELOP WORK SKILLS/EXPERIENCE/FREE JOB TRAINING	5	
SELF ESTEEM/FEEL GOOD ABOUT MYSELF/PRIDE	6	
IT IS MY DUTY/OBLIGATION TO MY COUNTRY	7	
PAY FOR FUTURE EDUCATION	8	
PHYSICALLY CHALLENGING ASSIGNMENT	9	
TO DEVELOP DISCIPLINE	10	
JOB SECURITY	11	
FAMILY MEMBERS IN/TRADITION	12	
NOTHING BETTER TO DO/CAN'T FIND JOB	13	
WOULD NOT CONSIDER	14	(IF FIRST RESPONSE SKIP TO Q17)
OTHER	15	
REFUSED	-7	
DON'T KNOW	-8	

Q17. Now, I'd like to ask you how likely it is that you will be serving in the military in the next few years. Would you say...

Definitely,	1
Probably,	2
Probably not, or	3
Definitely not?	4
REFUSED	-7
DON'T KNOW	-8

Q18. How likely is it that you will be serving on active duty in the <u>Army</u>?

DEFINITELY 1
PROBABLY 2
PROBABLY NOT 3
DEFINITELY NOT 4
REFUSED .... -7
DON'T KNOW .... -8

Q19. [How likely is it that you will be serving on active duty] in the <u>Navy</u>?

DEFINITELY 1
PROBABLY 2
PROBABLY NOT 3
DEFINITELY NOT 4
REFUSED .... -7
DON'T KNOW .... -8

Q20. [How likely is it that you will be serving on active duty] in the <u>Coast Guard</u>?

DEFINITELY 1
PROBABLY 2
PROBABLY NOT 3
DEFINITELY NOT 4
REFUSED .... -7
DON'T KNOW .... -8

Q21. [How likely is it that you will be serving on active duty] in the <u>Air Force</u>?

DEFINITELY 1
PROBABLY 2
PROBABLY NOT 3
DEFINITELY NOT 4
REFUSED .... -7
DON'T KNOW .... -8

Q22. [How likely is it that you will be serving on active duty] in the <u>Marine Corps</u>?

DEFINITELY 1
PROBABLY 2
PROBABLY NOT 3
DEFINITELY NOT 4
REFUSED .... -7
DON'T KNOW .... -8

Q23. If you decided to enlist in the military, do you think you would be accepted to serve? Would you say...

Definitely,	1
Probably,	2
Probably not, or	3
Definitely not?	4
REFUSED	-7
DON'T KNOW	-8

> IF Q4=1 OR 2, USE "AFTER YOU FINISH HIGH SCHOOL" IN Q24, ELSE USE "IN THE NEXT FEW YEARS."

Q24. We've talked about several things you might be doing in the next few years. Taking everything into consideration, what are you <u>most likely</u> to be doing {after you finish high school/in the next few years}?

GOING TO SCHOOL	1
WORKING	2
JOINING THE MILITARY	3
OTHER	4
REFUSED	-7
DON'T KNOW	-8

Note: Randomly assign respondents to one of six groups. Each respondent will be asked questions from two of the following four blocks of questions, using the following rule:

> Group 1 – Blocks A and B
> Group 2 – Blocks A and C
> Group 3 – Blocks A and D
> Group 4 – Blocks B and C
> Group 5 – Blocks B and D
> Group 6 – Blocks C and D

All respondents are asked the demographic questions and are given the vocabulary test at the end of the survey.

BLOCK A: SELF-ASSESSED APTITUDE, PERSONALITY AND TEMPERAMENT

NOTE: IF RESPONDENT IS IN GROUP 1, 2, OR 3, PROCEED WITH QA1. OTHERWISE, SKIP TO BLOCK B.

SELF-ASSESSED APTITUDE

INTRO I will now ask several questions about your high school classes.

QA1. What <u>best</u> describes your <u>average</u> grades in high school? [PROBE IF NEEDED: What numeric or letter grade would that be?]

MOSTLY A's (numerical average of 90 - 100)	1	
MOSTLY A's AND B's (85-89)	2	
MOSTLY B's (80-84)	3	
MOSTLY B's AND C's (75-79)	4	
MOSTLY C's (70-74)	5	
MOSTLY C's AND D's (65-69)	6	
MOSTLY D's AND LOWER (64 AND BELOW)	7	
NEVER IN HIGH SCHOOL	8	(SKIP TO QA5)
REFUSED	-7	
DON'T KNOW	-8	

IF Q4=1 OR 2, USE "IS" IN QA2, ELSE USE "WAS"

QA2. {Is/Was} your high school program...

Academic or college preparatory,	1	
Commercial or business training, or	2	
Vocational or technical?	3	
NEVER IN HIGH SCHOOL	4	(SKIP TO QA5)
REFUSED	-7	
DON'T KNOW	-8	

QA3. **What is the highest level <u>mathematics</u> course you {plan to take or took/took} in high school?**
[ENTER 0 IF {PLAN TO TAKE OR TOOK/TOOK} "NO MATH"]

BASIC/CONSUMER/BUSINESS MATH	1
GEOMETRY	2
PRE-ALGEBRA	3
ALGEBRA I	4
ALGEBRA II	5
TRIGONOMETRY	6
PRE-CALCULUS	7
CALCULUS	8
OTHER	9
REFUSED	-7
DON'T KNOW	-8

IF QA3=0, SKIP TO QA4

QA3a. **{Did you take or do you plan to take/Did you take} any advanced placement courses in math during high school?**

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

QA4. **What is the highest level <u>science</u> course you {plan to take or took/took} in high school?**
[ENTER 0 IF {PLAN TO TAKE OR TOOK/TOOK} "NO SCIENCE"]

BASIC SCIENCE (INCLUDES PHYSICAL & EARTH SCIENCE)	1
BIOLOGY	2
CHEMISTRY	3
PHYSICS	4
ADVANCED BIOLOGY/BIOLOGY II	5
ADVANCED CHEMISTRY/CHEMISTRY II	6
ADVANCED PHYSICS/PHYSICS II	7
OTHER	8
REFUSED	-7
DON'T KNOW	-8

IF QA4=0, SKIP TO QA4b

QA4a. **{Did you take or do you plan to take/Did you take} any advanced placement courses in science during high school?**

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

QA4b. **{Did you take or do you plan to take/Did you take} any computer science courses during high school?**

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PERSONALITY/TEMPERAMENT

INTRO   Now let's talk about personality traits. Please tell me to what extent you either agree or disagree with the following statements. Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree?

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	REF	DK
QA5. I like to keep my belongings neat and organized	1	2	3	4	5	-7	-8
QA6. I am always considerate of the feelings of others	1	2	3	4	5	-7	-8
QA7. I am a shy person	1	2	3	4	5	-7	-8
QA8. If I start something, I work until I finish it to my satisfaction	1	2	3	4	5	-7	-8
QA9. I try to be kind to everyone I know	1	2	3	4	5	-7	-8

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	REF	DK
QA10. At social functions, I talk to as many people as possible	1	2	3	4	5	-7	-8
QA11. I always try to do more than is expected of me	1	2	3	4	5	-7	-8
QA12. I like to help others, even if there is nothing in it for me	1	2	3	4	5	-7	-8
QA13. Most of my friends would describe me as a "talker"	1	2	3	4	5	-7	-8
QA14. I try to be fully prepared before I undertake any task	1	2	3	4	5	-7	-8

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	REF	DK
QA15. I am considered by others to be a very friendly person	1	2	3	4	5	-7	-8
QA16. My friends consider me to be bashful	1	2	3	4	5	-7	-8
QA17. I try to set a schedule for accomplishing tasks, and stick to it	1	2	3	4	5	-7	-8
QA18. I have a lot of sympathy for others who are having problems	1	2	3	4	5	-7	-8
QA19. If things get too boring at a party, I try to get things going	1	2	3	4	5	-7	-8

NOTE: IF RESPONDENT IS IN GROUP 1, 4, OR 5, PROCEED WITH QB1. OTHERWISE, SKIP TO BLOCK C.

INTRO The next group of questions deals with your knowledge or opinions about the military.

MILITARY KNOWLEDGE

		REF	DK
QB1. What percentage of people in the Army are in the infantry?	_____%	-7	-8
QB2. What percentage of people in the Air Force are pilots?	_____%	-7	-8
QB3. What percentage of people in the Navy are assigned to shore-based jobs at any one time, meaning not on a ship or submarine?	_____%	-7	-8
QB4. What percentage of Army jobs are in electronics?	_____%	-7	-8
QB5. What percentage of Army jobs are clerical or administrative?	_____%	-7	-8
QB6. What percentage of people entering the Army have at least a high school diploma?	_____%	-7	-8

ATTITUDE TOWARD MILITARY

INTRO Please tell me to what extent you either agree or disagree with the following statements. Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree?

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	REF	DK
QB7. I think life on a military base is safe	1	2	3	4	5	-7	-8
QB8. There is too much focus on strict discipline and following orders in the military	1	2	3	4	5	-7	-8
QB9. Military training and work experience would be useful for a later civilian career	1	2	3	4	5	-7	-8
QB10. I think military life is too dangerous	1	2	3	4	5	-7	-8
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	REF	DK
QB11. Military pay and benefits are at least as good as an entry-level civilian job	1	2	3	4	5	-7	-8
QB12. I think people in the military have to move too often	1	2	3	4	5	-7	-8
QB13. I like the job security the military offers	1	2	3	4	5	-7	-8
QB14. Having to enlist for several years bothers me	1	2	3	4	5	-7	-8

NOTE: IF RESPONDENT IS IN GROUP 2, 4, OR 6, PROCEED WITH QC1. OTHERWISE, SKIP TO BLOCK D.

CAREER PREFERENCE

INTRO   Now, I am going to ask about your career preferences.

In the following pairs of jobs, which job do you prefer...

| QC1. | a. | Carpenter or | 1 |
| | b. | Detective? | 2 |

| QC2. | a. | Writer or | 1 |
| | b. | Typist? | 2 |

| QC3. | a. | Bank teller or | 1 |
| | b. | Photographer? | 2 |

| QC4. | a. | Laboratory Technician or | 1 |
| | b. | Auto Mechanic? | 2 |

| QC5. | a. | Scientist or | 1 |
| | b. | Police Officer? | 2 |

[In the following pairs of jobs, which job do you prefer?]

| QC6. | a. | Actor or | 1 |
| | b. | Accountant? | 2 |

| QC7. | a. | Teacher or | 1 |
| | b. | Sales Representative? | 2 |

| QC8. | a. | Social Worker or | 1 |
| | b. | Real Estate Agent? | 2 |

| QC9. | a. | Guidance Counselor or | 1 |
| | b. | Travel Agent? | 2 |

WORK VALUES

NOTE. THE FOLLOWING PAIRED-COMPARISON QUESTIONS WILL BE ASKED IN A "TOURNAMENT FASHION" AND LIMITED TO 9 PAIRED COMPARISONS. THE SPECIFIC PAIRS ASKED WILL DEPEND ON THE RESPONSES TO EARLIER PAIRS.

INTRO · I now have a list of job attributes. I am going to present you with two of these attributes at a time and ask you which one you prefer.

In choosing between jobs, is it more important that the job provide you...

QC10.	a.	a feeling of accomplishment, or	1
	b.	a steady income?	2
QC11.	a.	a feeling of accomplishment, or	1
	c.	opportunity for advancement?	2
QC12.	a.	a feeling of accomplishment, or	1
	d.	a chance to help others?	2
QC13.	a.	a feeling of accomplishment, or	1
	e.	fair treatment by your employer?	2
QC14.	a.	a feeling of accomplishment, or	1
	f.	the ability to plan your work with little supervision?	2
QC15.	b.	a steady income, or	1
	c.	opportunity for advancement?	2
QC16.	b.	a steady income, or	1
	d.	a chance to help others?	2
QC17.	b.	a steady income, or	1
	e.	fair treatment by your employer?	2
QC18.	b.	a steady income, or	1
	f.	the ability to plan your work with little supervision?	2
QC19.	c.	opportunity for advancement, or	1
	d.	a chance to help others?	2
QC20.	c.	opportunity for advancement, or	1
	e.	fair treatment by your employer?	2
QC21.	c.	opportunity for advancement, or	1
	f.	the ability to plan your work with little supervision?	2
QC22.	d.	a chance to help others, or	1
	e.	fair treatment by your employer?	2
QC23.	d.	a chance to help others, or	1
	f.	the ability to plan your work with little supervision?	2
QC24.	e.	fair treatment by your employer, or	1
	f.	the ability to plan your work with little supervision?	2

NOTE: IF RESPONDENT IS IN GROUP 3, 5, OR 6, PROCEED WITH QD1. OTHERWISE, SKIP TO Q25.

DECISION MAKING PROCESS

INTRO Please tell me to what extent you either agree or disagree with the following statements. Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree?

		STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	REF	DK
QD1.	I have given a great deal of thought about what I will be doing a few years from now	1	2	3	4	5	-7	-8
QD2.	I do not feel prepared to make decisions about my future	1	2	3	4	5	-7	-8
QD3.	Several careers are of equal interest to me, and I'm having a difficult time deciding	1	2	3	4	5	-7	-8
QD4.	None of the careers I know about appeals to me	1	2	3	4	5	-7	-8
QD5.	I know what kind of career I want to pursue	1	2	3	4	5	-7	-8
QD6.	I have a good idea of my abilities and skills	1	2	3	4	5	-7	-8

APTITUDE: SUPPORT AND ACTIVITIES

QD7. Does your family get a newspaper or magazines regularly?

YES.. 1
NO... 2
REFUSED... -7
DON'T KNOW .... -8

QD8. Do you have a library card?

YES.. 1
NO... 2
REFUSED... -7
DON'T KNOW .... -8

QD9. We are also interested in the sports, clubs, and other groups that you participated in <u>regularly</u> during high school.

Did you participate in...

	YES	NO	REF	DK
a. Student government?	1	2	-7	-8
b. School publications like yearbook or newspaper?	1	2	-7	-8
c. Organized sports at school or outside school?	1	2	-7	-8
d. Music or drama groups such as band, chorus, or art?	1	2	-7	-8
e. School clubs like debate, math, chess, or language club?	1	2	-7	-8
f. Clubs or youth groups outside of school?	1	2	-7	-8

OVERLAY: "Was that one or more than one {club/group/team}?" for each "Yes" response to QD9b-QD9f.

QD9OV.

	ONE	MORE THAN ONE	REF	DK
b.	1	2	-7	-8
c.	1	2	-7	-8
d.	1	2	-7	-8
e.	1	2	-7	-8
f.	1	2	-7	-8

QD10. Did you receive any special recognition, awards or honors from your school or community during high school?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

(SKIP TO QD11)

QD10a. Did you receive awards during high school for...

	YES	NO	REF	DK
Academics,	1	2	-7	-8
Athletics,	1	2	-7	-8
Community service, or	1	2	-7	-8
Any other kind of activity?	1	2	-7	-8

QD11. On average, how many hours per day do you usually watch TV or video tapes?
[Enter 0 if none]

1 HOUR OR LESS	1
2 HOURS	2
3 HOURS	3
4 HOURS	4
5 HOURS OR MORE	5
REFUSED	-7
DON'T KNOW	-8

QD12. On average, how often {do/did} you discuss things you {have/} studied in high school with someone at home? Would you say...

Almost everyday,	1
Once or twice a week,	2
Once or twice a month, or	3
Never or hardly ever?	4
REFUSED	-7
DON'T KNOW	-8

QD13. {Is/When you were in high school, was} there a computer in your home?

YES	1	
NO	2	(SKIP TO
REFUSED	-7	PHYSICAL FITNESS
DON'T KNOW	-8	SECTION)

QD13a. How often {do/did} you use it for {school work/school work in high school}?
Would you say...

Almost every day,	1
Once or twice a week,	2
Once or twice a month, or	3
Never or hardly ever?	4
REFUSED	-7
DON'T KNOW	-8

NOTE: THE FOLLOWING QUESTIONS ARE ASKED OF ALL RESPONDENTS.

PHYSICAL FITNESS

INTRO   I now have a few questions pertaining to physical fitness and health issues.

Q25.   How many days in an average week do you...

	(0 thru 7)	REF	DK
a. Eat breakfast?	____	-7	-8
b. Eat at least some green vegetable?	____	-7	-8
c. Eat at least some fruit?	____	-7	-8
d. Exercise vigorously such as jogging, swimming, calisthenics, or any other active sport?	____	-7	-8
e. Get at least seven hours of sleep?	____	-7	-8
f. Get less sleep than you think you should?	____	-7	-8

Q26.   Do you have any recurring medical problems?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Q27.   Do you think you have any physical problems which would make you ineligible for military service?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Q28.   Overall, how would you rate your level of physical fitness? Would you say you were...

Very fit,	1
Fit,	2
Neither fit nor unfit,	3
Unfit, or	4
Very unfit?	5
REFUSED	-7
DON'T KNOW	-8

Q29.   Do you think you could successfully complete the military's basic training program?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Q30. What is your current height without shoes in feet and inches?

_____ FEET [H: 4-7]   _____ INCHES [H: 0-11]

Q31. What is your approximate current weight without shoes?

_____ POUNDS   [H: 0-999]

DEMOGRAPHICS

INTRO   I would now like to ask you some questions about your background and experiences as you were growing up.

Q32. When you were seven years old, who lived in the same household with you?
[PROBE: Any others?] [CODE ALL THAT APPLY; CTRL-P TO EXIT]

FATHER 1	MOTHER.. 7
STEP-FATHER/MOTHER'S BOYFRIEND.... 2	STEP-MOTHER/FATHER'S GIRLFRIEND 8
MALE GUARDIAN................................. 3	FEMALE GUARDIAN 9
BROTHER(S) 4	SISTER(S).. 10
GRANDFATHER(S) 5	GRANDMOTHER(S) 11
UNCLE(S)... 6	AUNT(S).. 12
	OTHER RELATIVE(S)................................. 13
	OTHER NON-RELATIVE(S).......................... 14

REFUSED.. -7
DON'T KNOW .... -8

Q33. When you were 15 years old, who lived in the same household with you?
[PROBE: Any others?] [CODE ALL THAT APPLY; CTRL-P TO EXIT]

FATHER 1	MOTHER.. 7
STEP-FATHER/MOTHER'S BOYFRIEND.... 2	STEP-MOTHER/FATHER'S GIRLFRIEND 8
MALE GUARDIAN................................. 3	FEMALE GUARDIAN 9
BROTHER(S) 4	SISTER(S).. 10
GRANDFATHER(S) 5	GRANDMOTHER(S) 11
UNCLE(S)... 6	AUNT(S).. 12
	OTHER RELATIVE(S)................................. 13
	OTHER NON-RELATIVE(S).......................... 14
	MY WIFE/GIRLFRIEND.............................. 15
	MY CHILDREN 16
	LIVED ALONE... 17

REFUSED.. -7
DON'T KNOW .... -8

Q34. How safe do you feel in your neighborhood? Would you say...

Always safe,	1
Safe the majority of the time,	2
Safe about half of the time,	3
At risk the majority of the time, or	4
Always at risk?	5
REFUSED	-7
DON'T KNOW	-8

Q35. During the last 12 months, how many times....

	NEVER	ONCE	TWICE	3 OR 4 TIMES	5 OR MORE TIMES	REF	DK
a. Has something of yours worth under $50 been stolen?	0	1	2	3	4	-7	-8
b. Has something of yours worth over $50 been stolen?	0	1	2	3	4	-7	-8
c. Has someone deliberately damaged your property such as your car, clothing, etc.?	0	1	2	3	4	-7	-8
d. Has someone injured you with a weapon like a knife, gun, or club?	0	1	2	3	4	-7	-8
e. Has someone threatened you with a weapon, but not actually injured you?	0	1	2	3	4	-7	-8
f. Has someone injured you on purpose without a weapon?	0	1	2	3	4	-7	-8
g. Has an unarmed person threatened you with injury, but not actually injured you?	0	1	2	3	4	-7	-8

Q36. What is the highest level of education that you have completed?

COMPLETED 8TH GRADE OR LESS	1	(SKIP TO Q38)
SOME HIGH SCHOOL	2	(SKIP TO Q38)
COMPLETED HIGH SCHOOL	3	
SOME COLLEGE	4	
2-YEAR DEGREE (AA/AS)	5	
4-YEAR DEGREE (BA/BS, NURSING SCHOOL)	6	
TRADE/VOCATIONAL TRAINING BEYOND HIGH SCHOOL	7	
GRADUATE/PROFESSIONAL SCHOOL (MA/MS, MD, PHD)	8	
REFUSED	-7	
DON'T KNOW	-8	

Q37. Do you have a regular diploma or some other type of certificate of high school completion? [PROBE: What type of diploma or certificate do you have?]

REGULAR DIPLOMA	1
GED OR OTHER ALTERNATE HIGH SCHOOL CERTIFICATE	2
NO DIPLOMA OR CERTIFICATE	3
REFUSED	-7
DON'T KNOW	-8

Q38. What is the highest level of schooling your father completed?

COMPLETED 8TH GRADE OR LESS	1
SOME HIGH SCHOOL	2
COMPLETED HIGH SCHOOL	3
SOME COLLEGE	4
2-YEAR DEGREE (AA/AS)	5
4-YEAR DEGREE (BA/BS, NURSING SCHOOL)	6
TRADE/VOCATIONAL TRAINING BEYOND HIGH SCHOOL	7
GRADUATE/PROFESSIONAL SCHOOL (MA/MS, MD, PHD)	8
REFUSED	-7
DON'T KNOW	-8

Q39. What is the highest level of schooling your mother completed?

COMPLETED 8TH GRADE OR LESS	1
SOME HIGH SCHOOL	2
COMPLETED HIGH SCHOOL	3
SOME COLLEGE	4
2-YEAR DEGREE (AA/AS)	5
4-YEAR DEGREE (BA/BS, NURSING SCHOOL)	6
TRADE/VOCATIONAL TRAINING BEYOND HIGH SCHOOL	7
GRADUATE/PROFESSIONAL SCHOOL (MA/MS, MD, PHD)	8
REFUSED	-7
DON'T KNOW	-8

Just to be sure we are representing all groups in our survey, we need to ask a few more questions.

Q40. Do you consider yourself to be of Hispanic origin?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Q41. Do you consider yourself...

White,	1
Black,	2
Asian or Pacific Islander, or	3
American Indian or Alaskan Native?	4
OTHER	5
REFUSED	-7
DON'T KNOW	-8

Q42. Please tell me whether you are currently...

Married,..	1
Widowed,..	2
Separated, ...	3
Divorced, or	4
Single and have never been married?.........................	5
REFUSED..	-7
DON'T KNOW	-8

Q43. For research purposes only, please tell me the zip code at the place you consider to be your home.

__ __ __ __ __ (5-digit numeric ZIP)

REFUSED..	-7
DON'T KNOW	-8

> JUMP TO LAPTOP AND ADMINISTER WORD KNOWLEDGE TEST
>
> INTERVIEWER: WAS THE TEST SUCCESSFULLY COMPLETED?
>
> YES 1
> NO 2
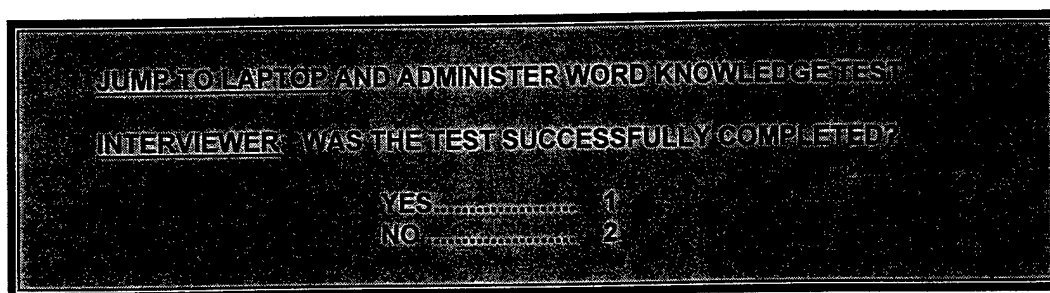
I would like to ask for your Social Security Number. Your number and other information you have provided is protected under the Privacy Act of 1974.

Q44. What is your Social Security Number?
   [PROBE IF NECESSARY: Would you look it up? I'll wait.]

SSN: __ __ __ - __ __ - __ __ __ __

REFUSED..	-7
DON'T KNOW	-8

CLOSING

Those are all the questions I have at this time for you. Please hold while I check whether there are any other household members I need to interview.

Thank you very much for your cooperation.

NOTE: THE FOLLOWING QUESTIONS ARE ASKED OF ALL RESPONDENTS USING THE INSTRUMENT.

I will be asking you some vocabulary questions to assess your word knowledge.

First, let's try a couple of practice questions. I will read you the questions and you tell me what you think is the best answer.

"Children enjoy BLANK in the sandbox at the park."
Your choices are...

[PROBE IF NEEDED: How would you fill in the blank?]

1. Understanding
2. Finding
3. Working
4. Playing

After the dinner party, the extra food was "discarded".
Discarded most nearly means...

( )

1. refrigerated,
2. trashed,
3. donated, or
4. eaten?

Now we will begin the Word Knowledge questions.

Please hold on for a moment while I change my computer application.

NOTE. RESPONDENTS WILL BE ASKED 10 OR 15 QUESTIONS. THE PARTICULAR QUESTION ASKED WILL DEPEND ON THE RESPONSE TO PREVIOUS QUESTIONS.

APPENDIX B:
DESCRIPTIVE STATISTICS ON SURVEY RESULTS

Q1. GENDER AT SCREENER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M: MALE	1808	100.0	100.0	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

AGE AT SCREENER (calculated from Q2)

	N	Minimum	Maximum	Mean	Std. Deviation
AGE AT SCREENER	1808	16.00	21.00	18.0940	1.6651
Valid N (listwise)	1808				

Q2A. EVER BEEN IN MILITARY SERVICE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2: NO	1808	100.0	100.0	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q3. ENROLLED IN SCHOOL OR TRAINING NOW?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	1263	69.9	69.9	69.9
	2: NO	545	30.1	30.1	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q4. TYPE OF SCHOOL OR TRAINING IN NOW?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: HIGH SCHOOL	692	38.3	54.9	54.9
	2: GED/HIGH SCHOOL EQUIVALENCY PROGRAM	13	.7	1.0	56.0
	3: VOCATIONAL, BUSINESS, TRADE SCHOOL	36	2.0	2.9	58.8
	4: 2-YEAR JUNIOR OR COMMUNITY COLLEGE	151	8.4	12.0	70.8
	5: 4-YEAR COLLEGE OR UNIVERSITY	332	18.4	26.3	97.1
	6: GRADUATE OR PROFESSIONAL SCHOOL	7	.4	.6	97.7
	7: OTHER (NOT SPECIFIED)	29	1.6	2.3	100.0
	Total	1260	69.7	100.0	
Missing	System Missing	548	30.3		
	Total	548	30.3		
Total		1808	100.0		

Q5. BE ENROLLED IN SCHOOL NEXT SEPTEMBER?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	1460	80.8	83.3	83.3
	2: NO	292	16.2	16.7	100.0
	Total	1752	96.9	100.0	
Missing	System Missing	56	3.1		
	Total	56	3.1		
Total		1808	100.0		

Q6. LIKELY TO CONTINUE ED PAST HIGH SCHOOL?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DEFINITELY	777	43.0	61.1	61.1
	2: PROBABLY	349	19.3	27.4	88.5
	3: PROBABLY NOT	89	4.9	7.0	95.5
	4: DEFINITELY NOT	31	1.7	2.4	98.0
	5: ALREADY CONTINUED EDUCATION PAST HS	26	1.4	2.0	100.0
	Total	1272	70.4	100.0	
Missing	System Missing	536	29.6		
	Total	536	29.6		
Total		1808	100.0		

Q6OV. WHY NOT CONTINUE EDUCATION PAST HS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DISLIKE SCHOOL	10	.6	9.3	9.3
	2: NOT INTERESTED [IN SCHOOL]	15	.8	14.0	23.4
	3: LACK OF FUNDS	13	.7	12.1	35.5
	4: PREFER TO WORK	29	1.6	27.1	62.6
	5: FAMILY RESPONSIBILITIES	7	.4	6.5	69.2
	7: OTHER (NOT SPECIFIED)	33	1.8	30.8	100.0
	Total	107	5.9	100.0	
Missing	System Missing	1701	94.1		
	Total	1701	94.1		
Total		1808	100.0		

Q8. CURRENTLY EMPLOYED NOW?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	1215	67.2	67.2	67.2
	2: NO	592	32.7	32.8	100.0
	Total	1807	99.9	100.0	
Missing	System Missing	1	.1		
	Total	1	.1		
Total		1808	100.0		

Q8OV. WORKING FULL TIME OR PART TIME NOW?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: FULL TIME	631	34.9	52.0	52.0
	2: PART TIME	582	32.2	48.0	100.0
	Total	1213	67.1	100.0	
Missing	System Missing	595	32.9		
	Total	595	32.9		
Total		1808	100.0		

Q9. ACTIVELY LOOKING FOR WORK NOW?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	623	34.5	34.5	34.5
	2: NO	1183	65.4	65.5	100.0
	Total	1806	99.9	100.0	
Missing	System Missing	2	.1		
	Total	2	.1		
Total		1808	100.0		

Q10. PLAN TO BE WORKING NEXT SEPTEMBER?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	1334	73.8	79.2	79.2
	2: NO	351	19.4	20.8	100.0
	Total	1685	93.2	100.0	
Missing	System Missing	123	6.8		
	Total	123	6.8		
Total		1808	100.0		

Q10OV. WORKING FULL TIME OR PART TIME IN SEPT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: FULL TIME	481	26.6	36.6	36.6
	2: PART TIME	834	46.1	63.4	100.0
	Total	1315	72.7	100.0	
Missing	System Missing	493	27.3		
	Total	493	27.3		
Total		1808	100.0		

Q11. HOW EASY OR DIFFICULT TO GET A JOB?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: VERY EASY	180	10.0	10.2	10.2
	2: SOMEWHAT EASY	625	34.6	35.3	45.5
	3: NEITHER EASY NOR DIFFICULT	281	15.5	15.9	61.4
	4: SOMEWHAT DIFFICULT	511	28.3	28.9	90.3
	5: VERY DIFFICULT	172	9.5	9.7	100.0
	Total	1769	97.8	100.0	
Missing	System Missing	39	2.2		
	Total	39	2.2		
Total		1808	100.0		

Q12a. TOOK PSAT TEST?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: HAVE TAKEN THE TEST	847	46.8	48.4	48.4
	2: HAVE NOT TAKEN THE TEST	468	25.9	26.8	75.2
	3: PLAN TO TAKE THE TEST	434	24.0	24.8	100.0
	Total	1749	96.7	100.0	
Missing	System Missing	59	3.3		
	Total	59	3.3		
Total		1808	100.0		

Q12b. TOOK SAT TEST?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: HAVE TAKEN THE TEST	772	42.7	43.4	43.4
	2: HAVE NOT TAKEN THE TEST	389	21.5	21.9	65.3
	3: PLAN TO TAKE THE TEST	617	34.1	34.7	100.0
	Total	1778	98.3	100.0	
Missing	System Missing	30	1.7		
	Total	30	1.7		
Total		1808	100.0		

Q12c. TOOK ACT TEST?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: HAVE TAKEN THE TEST	504	27.9	29.5	29.5
	2: HAVE NOT TAKEN THE TEST	689	38.1	40.3	69.8
	3: PLAN TO TAKE THE TEST	516	28.5	30.2	100.0
	Total	1709	94.5	100.0	
Missing	System Missing	99	5.5		
	Total	99	5.5		
Total		1808	100.0		

Q12d. TOOK ASVAB TEST?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: HAVE TAKEN THE TEST	439	24.3	25.8	25.8
	2: HAVE NOT TAKEN THE TEST	977	54.0	57.4	83.2
	3: PLAN TO TAKE THE TEST	286	15.8	16.8	100.0
	Total	1702	94.1	100.0	
Missing	System Missing	106	5.9		
	Total	106	5.9		
Total		1808	100.0		

Q12S. REPORTED APTITUDE TEST SCORES

	N	Minimum	Maximum	Mean	Std. Deviation
PSAT MATH SCORE	119	20.00	80.00	60.2941	13.6992
PSAT VERBAL SCORE	111	21.00	80.00	57.2252	11.1214
PSAT TOTAL SCORE: MATH + VERBAL	128	63.00	228.00	125.1484	33.0128
SAT MATH SCORE	314	250.00	800.00	594.9650	111.2007
SAT VERBAL SCORE	311	200.00	800.00	562.8392	109.4040
SAT TOTAL SCORE: MATH + VERBAL	437	500.00	1600.00	1126.8810	190.5909
ACT MATH SCORE	159	10.00	36.00	24.2138	5.5454
ACT VERBAL SCORE	127	8.00	36.00	23.6299	5.6143
ACT TOTAL SCORE: MATH + VERBAL	299	12.00	35.00	23.5452	4.5547
ASVAB AFQT SCORE	78	16.00	99.00	71.4872	23.4292
Valid N (listwise)	2				

Q13. TAKEN ANY OTHER COLLEGE ENTRANCE TEST?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	208	11.5	11.6	11.6
	2: NO	1591	88.0	88.4	100.0
	Total	1799	99.5	100.0	
Missing	System Missing	9	.5		
	Total	9	.5		
Total		1808	100.0		

Q14. FUTPLANS:FUTURE PLANS FOR THE NEXT FEW YEARS (first response)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: GOING TO SCHOOL	1180	65.3	66.7	66.7
	2: WORKING	472	26.1	26.7	93.4
	3: JOINING THE MILITARY	46	2.5	2.6	96.0
	4: OTHER (NOT SPECIFIED)	70	3.9	4.0	100.0
	Total	1768	97.8	100.0	
Missing	System Missing	40	2.2		
	Total	40	2.2		
Total		1808	100.0		

Q14. FUTPLANS:FUTURE PLANS FOR THE NEXT FEW YEARS (second response)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: GOING TO SCHOOL	197	10.9	18.5	18.5
	2: WORKING	669	37.0	62.8	81.2
	3: JOINING THE MILITARY	44	2.4	4.1	85.4
	4: OTHER (NOT SPECIFIED)	156	8.6	14.6	100.0
	Total	1066	59.0	100.0	
Missing	System Missing	742	41.0		
	Total	742	41.0		
Total		1808	100.0		

Q14. FUTPLANS:FUTURE PLANS FOR THE NEXT FEW YEARS (third response)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: GOING TO SCHOOL	17	.9	10.5	10.5
	2: WORKING	39	2.2	24.1	34.6
	3: JOINING THE MILITARY	8	.4	4.9	39.5
	4: OTHER (NOT SPECIFIED)	98	5.4	60.5	100.0
	Total	162	9.0	100.0	
Missing	System Missing	1646	91.0		
	Total	1646	91.0		
Total		1808	100.0		

Q15. EVER CONSIDERED JOINING THE MILITARY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	927	51.3	51.3	51.3
	2: NO	879	48.6	48.7	100.0
	Total	1806	99.9	100.0	
Missing	System Missing	2	.1		
	Total	2	.1		
Total		1808	100.0		

Q16. WHY JOIN: PAY/MONEY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	97	5.4	5.8	5.8
	2: NOT MENTIONED	1589	87.9	94.2	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: TRAVEL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	142	7.9	8.4	8.4
	2: NOT MENTIONED	1544	85.4	91.6	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: NATIONAL DEFENSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	47	2.6	2.8	2.8
	2: NOT MENTIONED	1639	90.7	97.2	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: RETIREMENT BENEFITS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	53	2.9	3.1	3.1
	2: NOT MENTIONED	1633	90.3	96.9	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: DEVELOP WORK SKILLS/EXPERIENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	381	21.1	22.6	22.6
	2: NOT MENTIONED	1305	72.2	77.4	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: SELF-ESTEEM/PRIDE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	89	4.9	5.3	5.3
	2: NOT MENTIONED	1597	88.3	94.7	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: DUTY TOWARDS COUNTRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	162	9.0	9.6	9.6
	2: NOT MENTIONED	1524	84.3	90.4	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: PAY FOR FUTURE EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	608	33.6	36.1	36.1
	2: NOT MENTIONED	1078	59.6	63.9	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: PHYSICALLY CHALLENGING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	58	3.2	3.4	3.4
	2: NOT MENTIONED	1628	90.0	96.6	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: TO DEVELOP DISCIPLINE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	102	5.6	6.0	6.0
	2: NOT MENTIONED	1584	87.6	94.0	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: JOB SECURITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	66	3.7	3.9	3.9
	2: NOT MENTIONED	1620	89.6	96.1	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: FAMILY TRADITION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	87	4.8	5.2	5.2
	2: NOT MENTIONED	1599	88.4	94.8	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: NOTHING BETTER TO DO/CAN'T FIND JOB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	63	3.5	3.7	3.7
	2: NOT MENTIONED	1623	89.8	96.3	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: OTHER (NOT SPECIFIED)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	353	19.5	20.9	20.9
	2: NOT MENTIONED	1333	73.7	79.1	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q16. WHY JOIN: WOULD NOT CONSIDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	192	10.6	11.4	11.4
	2: NOT MENTIONED	1494	82.6	88.6	100.0
	Total	1686	93.3	100.0	
Missing	System Missing	122	6.7		
	Total	122	6.7		
Total		1808	100.0		

Q17. LIKELY TO SERVE IN THE MILITARY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DEFINITELY	53	2.9	3.0	3.0
	2: PROBABLY	251	13.9	14.0	16.9
	3: PROBABLY NOT	715	39.5	39.8	56.8
	4: DEFINITELY NOT	776	42.9	43.2	100.0
	Total	1795	99.3	100.0	
Missing	System Missing	13	.7		
	Total	13	.7		
Total		1808	100.0		

Q18. LIKELY TO SERVE IN THE ARMY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DEFINITELY	31	1.7	1.7	1.7
	2: PROBABLY	182	10.1	10.1	11.8
	3: PROBABLY NOT	621	34.3	34.5	46.3
	4: DEFINITELY NOT	967	53.5	53.7	100.0
	Total	1801	99.6	100.0	
Missing	System Missing	7	.4		
	Total	7	.4		
Total		1808	100.0		

Q19. LIKELY TO SERVE IN THE NAVY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DEFINITELY	28	1.5	1.6	1.6
	2: PROBABLY	149	8.2	8.3	9.8
	3: PROBABLY NOT	647	35.8	35.9	45.8
	4: DEFINITELY NOT	976	54.0	54.2	100.0
	Total	1800	99.6	100.0	
Missing	System Missing	8	.4		
	Total	8	.4		
Total		1808	100.0		

Q20. LIKELY TO SERVE IN THE COAST GUARD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DEFINITELY	13	.7	.7	.7
	2: PROBABLY	104	5.8	5.8	6.5
	3: PROBABLY NOT	693	38.3	38.5	45.0
	4: DEFINITELY NOT	992	54.9	55.0	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q21. LIKELY TO SERVE IN THE AIR FORCE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DEFINITELY	36	2.0	2.0	2.0
	2: PROBABLY	190	10.5	10.5	12.5
	3: PROBABLY NOT	661	36.6	36.7	49.2
	4: DEFINITELY NOT	915	50.6	50.8	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q22. LIKELY TO SERVE IN THE MARINE CORPS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DEFINITELY	23	1.3	1.3	1.3
	2: PROBABLY	187	10.3	10.4	11.7
	3: PROBABLY NOT	575	31.8	31.9	43.6
	4: DEFINITELY NOT	1015	56.1	56.4	100.0
	Total	1800	99.6	100.0	
Missing	System Missing	8	.4		
	Total	8	.4		
Total		1808	100.0		

Q23. ACCEPTED TO SERVE IN MIL IF ENLISTED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: DEFINITELY	555	30.7	31.2	31.2
	2: PROBABLY	918	50.8	51.5	82.7
	3: PROBABLY NOT	198	11.0	11.1	93.8
	4: DEFINITELY NOT	110	6.1	6.2	100.0
	Total	1781	98.5	100.0	
Missing	System Missing	27	1.5		
	Total	27	1.5		
Total		1808	100.0		

Q24. BEST PLAN FOR NEXT FEW YEARS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: GOING TO SCHOOL	1105	61.1	62.3	62.3
	2: WORKING	549	30.4	30.9	93.2
	3: JOINING THE MILITARY	76	4.2	4.3	97.5
	4: OTHER (NOT SPECIFIED)	45	2.5	2.5	100.0
	Total	1775	98.2	100.0	
Missing	System Missing	33	1.8		
	Total	33	1.8		
Total		1808	100.0		

QA1. AVERAGE GRADES IN HIGH SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MOSTLY A'S (90 - 100)	133	7.4	14.9	14.9
	2: MOSTLY A'S AND B'S (85 - 89)	166	9.2	18.5	33.4
	3: MOSTLY B'S (80 - 84)	221	12.2	24.7	58.1
	4: MOSTLY B'S AND C'S (75 - 79)	174	9.6	19.4	77.5
	5: MOSTLY C'S (70 - 74)	142	7.9	15.9	93.4
	6: MOSTLY C'S AND D'S (65 - 69)	44	2.4	4.9	98.3
	7: MOSTLY D'S AND LOWER (64 AND BELOW)	14	.8	1.6	99.9
	8: NEVER IN HIGH SCHOOL	1	.1	.1	100.0
	Total	895	49.5	100.0	
Missing	System Missing	913	50.5		
	Total	913	50.5		
Total		1808	100.0		

Qa2. TYPE OF HIGH SCHOOL PROGRAM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: ACADEMIC OR COLLEGE PREPARTORY	692	38.3	80.0	80.0
	2: COMMERCIAL OR BUSINESS TRAINING	41	2.3	4.7	84.7
	3: VOCATIONAL OR TECHNICAL	129	7.1	14.9	99.7
	4: NEVER IN HIGH SCHOOL	3	.2	.3	100.0
	Total	865	47.8	100.0	
Missing	System Missing	943	52.2		
	Total	943	52.2		
Total		1808	100.0		

Qa3. HIGHEST LEVEL OF MATH COURSE IN HS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NO MATH	1	.1	.1	.1
	1: BASIC/CONSUMER/BUSINESS MATH	30	1.7	3.4	3.5
	2: GEOMETRY	97	5.4	11.0	14.5
	3: PRE-ALGEBRA	28	1.5	3.2	17.7
	4: ALGEBRA I	80	4.4	9.1	26.8
	5: ALGEBRA II	191	10.6	21.7	48.5
	6: TRIGONOMETRY	115	6.4	13.1	61.5
	7: PRE-CALCULUS	113	6.3	12.8	74.3
	8: CALCULUS	174	9.6	19.8	94.1
	9: OTHER (NOT SPECIFIED)	52	2.9	5.9	100.0
	Total	881	48.7	100.0	
Missing	System Missing	927	51.3		
	Total	927	51.3		
Total		1808	100.0		

QA3a. TAKE ANY ADVANCED PLACEMENT MATH IN HS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	222	12.3	25.3	25.3
	2: NO	654	36.2	74.7	100.0
	Total	876	48.5	100.0	
Missing	System Missing	932	51.5		
	Total	932	51.5		
Total		1808	100.0		

QA4. HIGHEST LEVEL OF SCIENCE TAKEN IN HS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NO SCIENCE	1	.1	.1	.1
	1: BASIC SCIENCE	66	3.7	7.6	7.7
	2: BIOLOGY	162	9.0	18.7	26.4
	3: CHEMISTRY	192	10.6	22.1	48.6
	4: PHYSICS	183	10.1	21.1	69.7
	5: ADVANCED BIOLOGY/BIOLOGY II	101	5.6	11.6	81.3
	6: ADVANCED CHEMISTRY/CHEMISTRY II	54	3.0	6.2	87.5
	7: ADVANCED PHYSICS/PHYSICS II	61	3.4	7.0	94.6
	8: OTHER (NOT SPECIFIED)	47	2.6	5.4	100.0
	Total	867	48.0	100.0	
Missing	System Missing	941	52.0		
	Total	941	52.0		
Total		1808	100.0		

QA4a. TAKE ANY ADVANCED PLACEMENT SCIENCE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	206	11.4	23.4	23.4
	2: NO	675	37.3	76.6	100.0
	Total	881	48.7	100.0	
Missing	System Missing	927	51.3		
	Total	927	51.3		
Total		1808	100.0		

QA4b. TAKE COMPUTER SCIENCE DURING HIGH SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	392	21.7	44.4	44.4
	2: NO	491	27.2	55.6	100.0
	Total	883	48.8	100.0	
Missing	System Missing	925	51.2		
	Total	925	51.2		
Total		1808	100.0		

QA5. LIKE TO BE NEAT AND ORGANIZED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	162	9.0	18.0	18.0
	2: AGREE	571	31.6	63.5	81.5
	3: NEITHER AGREE NOR DISAGREE	80	4.4	8.9	90.4
	4: DISAGREE	70	3.9	7.8	98.2
	5: STRONGLY DISAGREE	16	.9	1.8	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

QA6. ALWAYS CONSIDERATE OF OTHERS' FEELINGS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	240	13.3	26.8	26.8
	2: AGREE	562	31.1	62.7	89.4
	3: NEITHER AGREE NOR DISAGREE	56	3.1	6.2	95.7
	4: DISAGREE	31	1.7	3.5	99.1
	5: STRONGLY DISAGREE	8	.4	.9	100.0
	Total	897	49.6	100.0	
Missing	System Missing	911	50.4		
	Total	911	50.4		
Total		1808	100.0		

QA7. SHY PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	278	15.4	31.0	31.0
	2: AGREE	525	29.0	58.5	89.5
	3: NEITHER AGREE NOR DISAGREE	62	3.4	6.9	96.4
	4: DISAGREE	27	1.5	3.0	99.4
	5: STRONGLY DISAGREE	5	.3	.6	100.0
	Total	897	49.6	100.0	
Missing	System Missing	911	50.4		
	Total	911	50.4		
Total		1808	100.0		

QA8. WORK TO FINISH TASK AFTER STARTING IT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	62	3.4	6.9	6.9
	2: AGREE	242	13.4	26.9	33.8
	3: NEITHER AGREE NOR DISAGREE	129	7.1	14.3	48.2
	4: DISAGREE	320	17.7	35.6	83.8
	5: STRONGLY DISAGREE	146	8.1	16.2	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

QA9. TRY TO BE KIND TO EVERYONE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	264	14.6	29.4	29.4
	2: AGREE	544	30.1	60.5	89.9
	3: NEITHER AGREE NOR DISAGREE	52	2.9	5.8	95.7
	4: DISAGREE	37	2.0	4.1	99.8
	5: STRONGLY DISAGREE	2	.1	.2	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

QA10. TALK TO AS MANY PEOPLE AS POSSIBLE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	126	7.0	14.0	14.0
	2: AGREE	370	20.5	41.2	55.2
	3: NEITHER AGREE NOR DISAGREE	163	9.0	18.1	73.3
	4: DISAGREE	211	11.7	23.5	96.8
	5: STRONGLY DISAGREE	29	1.6	3.2	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

QA11. ALWAYS TRY TO DO MORE THAN EXPECTED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	162	9.0	18.0	18.0
	2: AGREE	501	27.7	55.7	73.7
	3: NEITHER AGREE NOR DISAGREE	134	7.4	14.9	88.7
	4: DISAGREE	98	5.4	10.9	99.6
	5: STRONGLY DISAGREE	4	.2	.4	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

QA12. LIKE TO HELP OTHERS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	176	9.7	19.6	19.6
	2: AGREE	595	32.9	66.3	85.9
	3: NEITHER AGREE NOR DISAGREE	75	4.1	8.4	94.2
	4: DISAGREE	51	2.8	5.7	99.9
	5: STRONGLY DISAGREE	1	.1	.1	100.0
	Total	898	49.7	100.0	
Missing	System Missing	910	50.3		
	Total	910	50.3		
Total		1808	100.0		

QA13. DESCRIBED AS A TALKER BY FRIENDS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	123	6.8	13.7	13.7
	2: AGREE	326	18.0	36.3	50.0
	3: NEITHER AGREE NOR DISAGREE	116	6.4	12.9	62.9
	4: DISAGREE	283	15.7	31.5	94.4
	5: STRONGLY DISAGREE	50	2.8	5.6	100.0
	Total	898	49.7	100.0	
Missing	System Missing	910	50.3		
	Total	910	50.3		
Total		1808	100.0		

QA14. TRY TO BE PREPARED BEFORE STARTING TASK?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	137	7.6	15.3	15.3
	2: AGREE	548	30.3	61.0	76.3
	3: NEITHER AGREE NOR DISAGREE	123	6.8	13.7	90.0
	4: DISAGREE	85	4.7	9.5	99.4
	5: STRONGLY DISAGREE	5	.3	.6	100.0
	Total	898	49.7	100.0	
Missing	System Missing	910	50.3		
	Total	910	50.3		
Total		1808	100.0		

QA15. CONSIDERED FRIENDLY BY OTHERS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	228	12.6	25.4	25.4
	2: AGREE	582	32.2	64.8	90.2
	3: NEITHER AGREE NOR DISAGREE	52	2.9	5.8	96.0
	4: DISAGREE	31	1.7	3.5	99.4
	5: STRONGLY DISAGREE	5	.3	.6	100.0
	Total	898	49.7	100.0	
Missing	System Missing	910	50.3		
	Total	910	50.3		
Total		1808	100.0		

QA16. CONSIDERED BASHFUL BY FRIENDS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	27	1.5	3.0	3.0
	2: AGREE	163	9.0	18.2	21.2
	3: NEITHER AGREE NOR DISAGREE	115	6.4	12.8	34.0
	4: DISAGREE	442	24.4	49.2	83.2
	5: STRONGLY DISAGREE	151	8.4	16.8	100.0
	Total	898	49.7	100.0	
Missing	System Missing	910	50.3		
	Total	910	50.3		
Total		1808	100.0		

QA17. SET A SCHEDULE FOR FINISHING TASKS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	82	4.5	9.1	9.1
	2: AGREE	423	23.4	47.1	56.2
	3: NEITHER AGREE NOR DISAGREE	128	7.1	14.2	70.4
	4: DISAGREE	230	12.7	25.6	96.0
	5: STRONGLY DISAGREE	36	2.0	4.0	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

QA18. HAVE SYMPATHY FOR OTHERS' PROBLEMS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	172	9.5	19.2	19.2
	2: AGREE	566	31.3	63.1	82.3
	3: NEITHER AGREE NOR DISAGREE	85	4.7	9.5	91.8
	4: DISAGREE	66	3.7	7.4	99.1
	5: STRONGLY DISAGREE	8	.4	.9	100.0
	Total	897	49.6	100.0	
Missing	System Missing	911	50.4		
	Total	911	50.4		
Total		1808	100.0		

QA19. GET THINGS GOING IF TOO BORING?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	114	6.3	12.7	12.7
	2: AGREE	361	20.0	40.2	53.0
	3: NEITHER AGREE NOR DISAGREE	124	6.9	13.8	66.8
	4: DISAGREE	274	15.2	30.5	97.3
	5: STRONGLY DISAGREE	24	1.3	2.7	100.0
	Total	897	49.6	100.0	
Missing	System Missing	911	50.4		
	Total	911	50.4		
Total		1808	100.0		

QB1-QB6. KNOWLEDGE OF MILITARY FACTS

	N	Minimum	Maximum	Mean	Std. Deviation
PERCENT OF ARMY PEOPLE ARE INFANTRY?	836	.00	100.00	41.7775	20.7158
PERCENT OF AIR FORCE PEOPLE ARE PILOTS?	890	1.00	100.00	32.0629	24.2219
PERCENT OF NAVY PEOPLE ARE ON SHORE?	874	.00	100.00	46.6739	21.6933
PERCENT OF ARMY JOBS ARE IN ELECTRONICS?	889	1.00	100.00	43.8875	23.5348
PERCENT OF ARMY JOBS ARE CLERICAL?	884	1.00	100.00	28.7410	17.9831
PERCENT ARMY PEOPLE HAVE HS DIPLOMA?	911	.00	100.00	79.3271	21.0116
Valid N (listwise)	826				

QB7. LIFE ON A MILITARY BASE IS SAFE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	126	7.0	13.7	13.7
	2: AGREE	543	30.0	58.8	72.5
	3: NEITHER AGREE NOR DISAGREE	106	5.9	11.5	84.0
	4: DISAGREE	123	6.8	13.3	97.3
	5: STRONGLY DISAGREE	25	1.4	2.7	100.0
	Total	923	51.1	100.0	
Missing	System Missing	885	48.9		
	Total	885	48.9		
Total		1808	100.0		

QB8. TOO MUCH FOCUS ON FOLLOWING ORDERS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	67	3.7	7.3	7.3
	2: AGREE	261	14.4	28.3	35.6
	3: NEITHER AGREE NOR DISAGREE	128	7.1	13.9	49.5
	4: DISAGREE	371	20.5	40.3	89.8
	5: STRONGLY DISAGREE	94	5.2	10.2	100.0
	Total	921	50.9	100.0	
Missing	System Missing	887	49.1		
	Total	887	49.1		
Total		1808	100.0		

QB9. MILITARY TRAINING/EXPERIENCE IS USEFUL?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	239	13.2	25.9	25.9
	2: AGREE	561	31.0	60.8	86.7
	3: NEITHER AGREE NOR DISAGREE	53	2.9	5.7	92.4
	4: DISAGREE	62	3.4	6.7	99.1
	5: STRONGLY DISAGREE	8	.4	.9	100.0
	Total	923	51.1	100.0	
Missing	System Missing	885	48.9		
	Total	885	48.9		
Total		1808	100.0		

QB10. MILITARY LIFE IS TOO DANGEROUS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	25	1.4	2.7	2.7
	2: AGREE	157	8.7	17.0	19.7
	3: NEITHER AGREE NOR DISAGREE	154	8.5	16.6	36.3
	4: DISAGREE	507	28.0	54.8	91.0
	5: STRONGLY DISAGREE	83	4.6	9.0	100.0
	Total	926	51.2	100.0	
Missing	System Missing	882	48.8		
	Total	882	48.8		
Total		1808	100.0		

QB11. MILITARY BENEFITS AS GOOD AS CIVILIAN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	76	4.2	8.3	8.3
	2: AGREE	554	30.6	60.5	68.9
	3: NEITHER AGREE NOR DISAGREE	103	5.7	11.3	80.1
	4: DISAGREE	163	9.0	17.8	97.9
	5: STRONGLY DISAGREE	19	1.1	2.1	100.0
	Total	915	50.6	100.0	
Missing	System Missing	893	49.4		
	Total	893	49.4		
Total		1808	100.0		

QB12. MILITARY PEOPLE MOVE TOO OFTEN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	68	3.8	7.4	7.4
	2: AGREE	391	21.6	42.5	49.9
	3: NEITHER AGREE NOR DISAGREE	146	8.1	15.9	65.8
	4: DISAGREE	300	16.6	32.6	98.5
	5: STRONGLY DISAGREE	14	.8	1.5	100.0
	Total	919	50.8	100.0	
Missing	System Missing	889	49.2		
	Total	889	49.2		
Total		1808	100.0		

QB13. LIKE JOB SECURITY IN MILITARY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	88	4.9	9.5	9.5
	2: AGREE	554	30.6	60.1	69.6
	3: NEITHER AGREE NOR DISAGREE	152	8.4	16.5	86.1
	4: DISAGREE	122	6.7	13.2	99.3
	5: STRONGLY DISAGREE	6	.3	.7	100.0
	Total	922	51.0	100.0	
Missing	System Missing	886	49.0		
	Total	886	49.0		
Total		1808	100.0		

QB14. BOTHERED BY HAVING TO ENLIST FOR YEARS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	95	5.3	10.3	10.3
	2: AGREE	447	24.7	48.6	58.9
	3: NEITHER AGREE NOR DISAGREE	95	5.3	10.3	69.2
	4: DISAGREE	256	14.2	27.8	97.1
	5: STRONGLY DISAGREE	27	1.5	2.9	100.0
	Total	920	50.9	100.0	
Missing	System Missing	888	49.1		
	Total	888	49.1		
Total		1808	100.0		

QC1. CHOOSE: CARPENTER OR DECTECTIVE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: CARPENTER	347	19.2	38.5	38.5
	2: DECTECTIVE	555	30.7	61.5	100.0
	Total	902	49.9	100.0	
Missing	System Missing	906	50.1		
	Total	906	50.1		
Total		1808	100.0		

QC2. CHOOSE: WRITER OR TYPIST?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: WRITER	648	35.8	71.8	71.8
	2: TYPIST	255	14.1	28.2	100.0
	Total	903	49.9	100.0	
Missing	System Missing	905	50.1		
	Total	905	50.1		
Total		1808	100.0		

QC3. CHOOSE: BANK TELLER OR PHOTOGRAPHER?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: BANK TELLER	194	10.7	21.4	21.4
	2: PHOTOGRAPHER	711	39.3	78.6	100.0
	Total	905	50.1	100.0	
Missing	System Missing	903	49.9		
	Total	903	49.9		
Total		1808	100.0		

QC4. CHOOSE: LABORATORY TECH OR AUTO MECH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: LABORATORY TECHNICIAN	434	24.0	48.0	48.0
	2: AUTO MECHANIC	470	26.0	52.0	100.0
	Total	904	50.0	100.0	
Missing	System Missing	904	50.0		
	Total	904	50.0		
Total		1808	100.0		

QC5. CHOOSE: SCIENTIST OR POLICE OFFICER?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: SCIENTIST	512	28.3	56.6	56.6
	2: POLICE OFFICER	393	21.7	43.4	100.0
	Total	905	50.1	100.0	
Missing	System Missing	903	49.9		
	Total	903	49.9		
Total		1808	100.0		

QC6. CHOOSE: ACTOR OR ACCOUNTANT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: ACTOR	641	35.5	70.9	70.9
	2: ACCOUNTANT	263	14.5	29.1	100.0
	Total	904	50.0	100.0	
Missing	System Missing	904	50.0		
	Total	904	50.0		
Total		1808	100.0		

QC7. CHOOSE: TEACHER OR SALES REPRESENTATIVE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: TEACHER	626	34.6	69.2	69.2
	2: SALES REPRESENTATIVE	279	15.4	30.8	100.0
	Total	905	50.1	100.0	
Missing	System Missing	903	49.9		
	Total	903	49.9		
Total		1808	100.0		

QC8. CHOOSE: SOCIAL WORKER OR REAL ESTATE AGENT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: SOCIAL WORKER	413	22.8	45.8	45.8
	2: REAL ESTATE AGENT	488	27.0	54.2	100.0
	Total	901	49.8	100.0	
Missing	System Missing	907	50.2		
	Total	907	50.2		
Total		1808	100.0		

QC9. CHOOSE: GUIDANCE COUNSELOR OR TRAVEL AGENT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: GUIDANCE COUNSELOR	465	25.7	51.4	51.4
	2: TRAVEL AGENT	439	24.3	48.6	100.0
	Total	904	50.0	100.0	
Missing	System Missing	904	50.0		
	Total	904	50.0		
Total		1808	100.0		

WORK VALUES: FEELING OF ACCOMPLISHMENT (calculated from QC10-QC24)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-4: NO RANKING DUE TO INTRANSITIVE RESPO	99	5.5	11.0	11.0
	-3: NO RANK	383	21.2	42.6	53.6
	1.00	112	6.2	12.5	66.1
	2.00	169	9.3	18.8	84.9
	3.00	136	7.5	15.1	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

WORK VALUES: STEADY INCOME (calculated from QC10-QC24)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-4: NO RANKING DUE TO INTRANSITIVE RESPO	99	5.5	11.0	11.0
	-3: NO RANK	324	17.9	36.0	47.1
	1.00	148	8.2	16.5	63.5
	2.00	169	9.3	18.8	82.3
	3.00	159	8.8	17.7	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

WORK VALUES: OPPORTUNITY FOR ADVANCEMENT (calculated from QC10-QC24)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-4: NO RANKING DUE TO INTRANSITIVE RESPO	99	5.5	11.0	11.0
	-3: NO RANK	282	15.6	31.4	42.4
	1.00	174	9.6	19.4	61.7
	2.00	179	9.9	19.9	81.6
	3.00	165	9.1	18.4	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

WORK VALUES: CHANCE TO HELP OTHERS (calcluated from QC10-QC24)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-4: NO RANKING DUE TO INTRANSITIVE RESPO	99	5.5	11.0	11.0
	-3: NO RANK	380	21.0	42.3	53.3
	1.00	217	12.0	24.1	77.4
	2.00	103	5.7	11.5	88.9
	3.00	100	5.5	11.1	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

WORK VALUES: FAIR TREATMENT BY EMPLOYER (calculated from QC10-QC24)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-4: NO RANKING DUE TO INTRANSITIVE RESPO	99	5.5	11.0	11.0
	-3: NO RANK	424	23.5	47.2	58.2
	1.00	106	5.9	11.8	70.0
	2.00	114	6.3	12.7	82.6
	3.00	156	8.6	17.4	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

WORK VALUES: ABILITY TO PLAN OWN WORK (calculated from QC10-QC24)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-4: NO RANKING DUE TO INTRANSITIVE RESPO	99	5.5	11.0	11.0
	-3: NO RANK	607	33.6	67.5	78.5
	1.00	43	2.4	4.8	83.3
	2.00	66	3.7	7.3	90.7
	3.00	84	4.6	9.3	100.0
	Total	899	49.7	100.0	
Missing	System Missing	909	50.3		
	Total	909	50.3		
Total		1808	100.0		

QD1. THOUGHT A LOT ABOUT FUTURE PLANS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	330	18.3	37.3	37.3
	2: AGREE	403	22.3	45.5	82.8
	3: NEITHER AGREE NOR DISAGREE	58	3.2	6.6	89.4
	4: DISAGREE	86	4.8	9.7	99.1
	5: STRONGLY DISAGREE	8	.4	.9	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD2. NOT READY TO DECIDE ABOUT FUTURE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	19	1.1	2.1	2.1
	2: AGREE	141	7.8	15.9	18.1
	3: NEITHER AGREE NOR DISAGREE	60	3.3	6.8	24.9
	4: DISAGREE	457	25.3	51.6	76.5
	5: STRONGLY DISAGREE	208	11.5	23.5	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD3. CAN'T DECIDE BETWEEN SEVERAL CAREERS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	78	4.3	8.8	8.8
	2: AGREE	346	19.1	39.1	48.0
	3: NEITHER AGREE NOR DISAGREE	80	4.4	9.0	57.0
	4: DISAGREE	305	16.9	34.5	91.5
	5: STRONGLY DISAGREE	75	4.1	8.5	100.0
	Total	884	48.9	100.0	
Missing	System Missing	924	51.1		
	Total	924	51.1		
Total		1808	100.0		

QD4. NO CAREERS HAVE ANY APPEAL?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	7	.4	.8	.8
	2: AGREE	102	5.6	11.5	12.3
	3: NEITHER AGREE NOR DISAGREE	43	2.4	4.9	17.2
	4: DISAGREE	540	29.9	61.1	78.3
	5: STRONGLY DISAGREE	192	10.6	21.7	100.0
	Total	884	48.9	100.0	
Missing	System Missing	924	51.1		
	Total	924	51.1		
Total		1808	100.0		

QD5. KNOW WHAT KIND OF CAREER TO PURSUE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	183	10.1	20.7	20.7
	2: AGREE	460	25.4	52.0	72.7
	3: NEITHER AGREE NOR DISAGREE	96	5.3	10.8	83.5
	4: DISAGREE	130	7.2	14.7	98.2
	5: STRONGLY DISAGREE	16	.9	1.8	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD6. HAVE A GOOD IDEA OF ABILITY AND SKILLS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: STRONGLY AGREE	243	13.4	27.5	27.5
	2: AGREE	591	32.7	66.8	94.2
	3: NEITHER AGREE NOR DISAGREE	21	1.2	2.4	96.6
	4: DISAGREE	27	1.5	3.1	99.7
	5: STRONGLY DISAGREE	3	.2	.3	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD7. FAMILY RECEIVES NEWSPAPER OR MAGAZINES?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	674	37.3	76.8	76.8
	2: NO	204	11.3	23.2	100.0
	Total	878	48.6	100.0	
Missing	System Missing	930	51.4		
	Total	930	51.4		
Total		1808	100.0		

QD8. HAVE A LIBRARY CARD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	637	35.2	72.0	72.0
	2: NO	248	13.7	28.0	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD9a. PARTICIPATE: STUDENT GOVERNMENT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	136	7.5	15.4	15.4
	2: NO	749	41.4	84.6	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD9b. PARTICIPATE: SCHOOL PUBLICATIONS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	169	9.3	19.1	19.1
	2: NO	716	39.6	80.9	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD9C. PARTICIPATE: ORGANIZED SPORTS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	630	34.8	71.2	71.2
	2: NO	255	14.1	28.8	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD9d. PARTICIPATE: MUSIC OR DRAMA GROUPS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	423	23.4	47.8	47.8
	2: NO	462	25.6	52.2	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD9e. PARTICIPATE: SCHOOL CLUBS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	251	13.9	28.4	28.4
	2: NO	634	35.1	71.6	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD9f. PARTICIPATE: NON-SCHOOL CLUBS OR GROUPS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	375	20.7	42.4	42.4
	2: NO	509	28.2	57.6	100.0
	Total	884	48.9	100.0	
Missing	System Missing	924	51.1		
	Total	924	51.1		
Total		1808	100.0		

QD9OVb. NUM PARTICIPATED: SCHOOL PUBLICATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: PARTICIPATED IN ONE	128	7.1	75.7	75.7
	2: PARTICIPATED IN MORE THAN ONE	41	2.3	24.3	100.0
	Total	169	9.3	100.0	
Missing	System Missing	1639	90.7		
	Total	1639	90.7		
Total		1808	100.0		

QD9OVc. NUM PARTICIPATED: ORGANIZED SPORTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: PARTICIPATED IN ONE	209	11.6	33.2	33.2
	2: PARTICIPATED IN MORE THAN ONE	421	23.3	66.8	100.0
	Total	630	34.8	100.0	
Missing	System Missing	1178	65.2		
	Total	1178	65.2		
Total		1808	100.0		

QD9OVd. NUM PARTICIPATED: MUSIC OR DRAMA GROUPS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: PARTICIPATED IN ONE	275	15.2	65.0	65.0
	2: PARTICIPATED IN MORE THAN ONE	148	8.2	35.0	100.0
	Total	423	23.4	100.0	
Missing	System Missing	1385	76.6		
	Total	1385	76.6		
Total		1808	100.0		

QD9OVe. NUM PARTICIPATED: SCHOOL CLUBS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: PARTICIPATED IN ONE	149	8.2	59.4	59.4
	2: PARTICIPATED IN MORE THAN ONE	102	5.6	40.6	100.0
	Total	251	13.9	100.0	
Missing	System Missing	1557	86.1		
	Total	1557	86.1		
Total		1808	100.0		

QD9OVf. NUM PARTICIPATED: NON-SCHOOL GROUPS/CLUB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: PARTICIPATED IN ONE	240	13.3	64.0	64.0
	2: PARTICIPATED IN MORE THAN ONE	135	7.5	36.0	100.0
	Total	375	20.7	100.0	
Missing	System Missing	1433	79.3		
	Total	1433	79.3		
Total		1808	100.0		

QD10. EVER RECEIVE AWARDS OR HONORS DURING HS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	507	28.0	57.5	57.5
	2: NO	374	20.7	42.5	100.0
	Total	881	48.7	100.0	
Missing	System Missing	927	51.3		
	Total	927	51.3		
Total		1808	100.0		

QD10a. AWARD TYPE: FOR ACADEMICS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	352	19.5	69.7	69.7
	2: NO	153	8.5	30.3	100.0
	Total	505	27.9	100.0	
Missing	System Missing	1303	72.1		
	Total	1303	72.1		
Total		1808	100.0		

QD10a. AWARD TYPE: FOR ATHLETIC ABILITY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	285	15.8	56.3	56.3
	2: NO	221	12.2	43.7	100.0
	Total	506	28.0	100.0	
Missing	System Missing	1302	72.0		
	Total	1302	72.0		
Total		1808	100.0		

QD10a. AWARD TYPE: FOR COMMUNITY SERVICE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	128	7.1	25.3	25.3
	2: NO	378	20.9	74.7	100.0
	Total	506	28.0	100.0	
Missing	System Missing	1302	72.0		
	Total	1302	72.0		
Total		1808	100.0		

QD10a. AWARD TYPE: OTHER (NOT SPECIFIED)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	121	6.7	23.9	23.9
	2: NO	385	21.3	76.1	100.0
	Total	506	28.0	100.0	
Missing	System Missing	1302	72.0		
	Total	1302	72.0		
Total		1808	100.0		

QD11. AVERAGE HOURS PER DAY SPENT WATCHING TV?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NONE	21	1.2	2.4	2.4
	1: ONE HOUR OR LESS	286	15.8	32.4	34.8
	2: TWO HOURS	216	11.9	24.5	59.3
	3: THREE HOURS	141	7.8	16.0	75.3
	4: FOUR HOURS	93	5.1	10.5	85.8
	5: FIVE HOURS OR MORE	125	6.9	14.2	100.0
	Total	882	48.8	100.0	
Missing	System Missing	926	51.2		
	Total	926	51.2		
Total		1808	100.0		

QD12. OFTEN DISCUSS SCHOOL W/SOMEONE AT HOME?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: ALMOST EVERYDAY	277	15.3	31.4	31.4
	2: ONCE OR TWICE A WEEK	346	19.1	39.2	70.6
	3: ONCE OR TWICE A MONTH	108	6.0	12.2	82.9
	4: NEVER OR HARDLY EVER	151	8.4	17.1	100.0
	Total	882	48.8	100.0	
Missing	System Missing	926	51.2		
	Total	926	51.2		
Total		1808	100.0		

QD13. IS THERE A COMPUTER IN THE HOME?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	625	34.6	70.6	70.6
	2: NO	260	14.4	29.4	100.0
	Total	885	48.9	100.0	
Missing	System Missing	923	51.1		
	Total	923	51.1		
Total		1808	100.0		

QD13a. OFTEN USE COMPUTER FOR SCHOOLWORK?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: ALMOST EVERYDAY	120	6.6	19.2	19.2
	2: ONCE OR TWICE A WEEK	259	14.3	41.5	60.7
	3: ONCE OR TWICE A MONTH	160	8.8	25.6	86.4
	4: NEVER OR HARDLY EVER	85	4.7	13.6	100.0
	Total	624	34.5	100.0	
Missing	System Missing	1184	65.5		
	Total	1184	65.5		
Total		1808	100.0		

Q25a. AVG WEEK: EAT BREAKFAST?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DAYS IN AN AVERAGE WEEK	197	10.9	10.9	10.9
	1.00	137	7.6	7.6	18.5
	2.00	196	10.8	10.9	29.3
	3.00	193	10.7	10.7	40.0
	4.00	149	8.2	8.3	48.3
	5.00	182	10.1	10.1	58.4
	6.00	101	5.6	5.6	64.0
	DAYS IN AN AVERAGE WEEK	651	36.0	36.0	100.0
	Total	1806	99.9	100.0	
Missing	System Missing	2	.1		
	Total	2	.1		
Total		1808	100.0		

Q25b. AVG WEEK: EAT GREEN VEGETABLES?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DAYS IN AN AVERAGE WEEK	63	3.5	3.5	3.5
	1.00	83	4.6	4.6	8.1
	2.00	140	7.7	7.7	15.8
	3.00	223	12.3	12.3	28.2
	4.00	215	11.9	11.9	40.1
	5.00	221	12.2	12.2	52.3
	6.00	116	6.4	6.4	58.7
	DAYS IN AN AVERAGE WEEK	746	41.3	41.3	100.0
	Total	1807	99.9	100.0	
Missing	System Missing	1	.1		
	Total	1	.1		
Total		1808	100.0		

Q25c. AVG WEEK: EAT SOME FRUIT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DAYS IN AN AVERAGE WEEK	40	2.2	2.2	2.2
	1.00	94	5.2	5.2	7.4
	2.00	159	8.8	8.8	16.2
	3.00	215	11.9	11.9	28.1
	4.00	243	13.4	13.4	41.6
	5.00	248	13.7	13.7	55.3
	6.00	101	5.6	5.6	60.9
	DAYS IN AN AVERAGE WEEK	707	39.1	39.1	100.0
	Total	1807	99.9	100.0	
Missing	System Missing	1	.1		
	Total	1	.1		
Total		1808	100.0		

Q25d. AVG WEEK: EXERCISE VIGOROUSLY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DAYS IN AN AVERAGE WEEK	126	7.0	7.0	7.0
	1.00	122	6.7	6.8	13.7
	2.00	185	10.2	10.2	24.0
	3.00	253	14.0	14.0	38.0
	4.00	264	14.6	14.6	52.6
	5.00	313	17.3	17.3	69.9
	6.00	124	6.9	6.9	76.8
	DAYS IN AN AVERAGE WEEK	420	23.2	23.2	100.0
	Total	1807	99.9	100.0	
Missing	System Missing	1	.1		
	Total	1	.1		
Total		1808	100.0		

Q25e. AVG WEEK: SLEEP AT LEAST 7 HOURS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DAYS IN AN AVERAGE WEEK	74	4.1	4.1	4.1
	1.00	77	4.3	4.3	8.4
	2.00	129	7.1	7.1	15.5
	3.00	152	8.4	8.4	23.9
	4.00	184	10.2	10.2	34.1
	5.00	319	17.6	17.7	51.7
	6.00	179	9.9	9.9	61.6
	DAYS IN AN AVERAGE WEEK	693	38.3	38.4	100.0
	Total	1807	99.9	100.0	
Missing	System Missing	1	.1		
	Total	1	.1		
Total		1808	100.0		

Q25f. AVG WEEK: GET LESS SLEEP THAN SHOULD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DAYS IN AN AVERAGE WEEK	421	23.3	23.3	23.3
	1.00	206	11.4	11.4	34.8
	2.00	312	17.3	17.3	52.1
	3.00	208	11.5	11.5	63.6
	4.00	127	7.0	7.0	70.7
	5.00	155	8.6	8.6	79.3
	6.00	77	4.3	4.3	83.5
	DAYS IN AN AVERAGE WEEK	297	16.4	16.5	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q26. ANY RECURRING MEDICAL PROBLEMS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	217	12.0	12.0	12.0
	2: NO	1585	87.7	88.0	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q27. NOT ELIGIBLE FOR MIL FOR PHYSICAL PROBS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	321	17.8	18.0	18.0
	2: NO	1465	81.0	82.0	100.0
	Total	1786	98.8	100.0	
Missing	System Missing	22	1.2		
	Total	22	1.2		
Total		1808	100.0		

Q28. LEVEL OF PHYSICAL FITNESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: VERY FIT	321	17.8	17.8	17.8
	2: FIT	1067	59.0	59.0	76.8
	3: NEITHER FIT NOR UNFIT	324	17.9	17.9	94.7
	4: UNFIT	83	4.6	4.6	99.3
	5: VERY UNFIT	12	.7	.7	100.0
	Total	1807	99.9	100.0	
Missing	System Missing	1	.1		
	Total	1	.1		
Total		1808	100.0		

Q29. SUCCESSFULLY COMPLETE BASIC TRAINING?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	1497	82.8	86.1	86.1
	2: NO	242	13.4	13.9	100.0
	Total	1739	96.2	100.0	
Missing	System Missing	69	3.8		
	Total	69	3.8		
Total		1808	100.0		

Q30. CURRENT HEIGHT

	N	Minimum	Maximum	Mean	Std. Deviation
CURRENT HEIGHT - FEET	1803	4.00	7.00	5.3583	.4842
Height in meters	1801	1.30	2.26	1.7836	7.899E-02
Valid N (listwise)	1801				

Q31. CURRENT WEIGHT

	N	Minimum	Maximum	Mean	Std. Deviation
CURRENT WEIGHT WITHOUT SHOES	1796	92.00	350.00	167.8736	33.3635
Valid N (listwise)	1796				

Q32. AT 7 YEARS, FATHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1459	80.7	81.0	81.0
	2: NOT MENTIONED	343	19.0	19.0	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, STEP-FATHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	76	4.2	4.2	4.2
	2: NOT MENTIONED	1726	95.5	95.8	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, MALE GUARDIAN LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1	.1	.1	.1
	2: NOT MENTIONED	1801	99.6	99.9	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, BROTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1016	56.2	56.4	56.4
	2: NOT MENTIONED	786	43.5	43.6	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, GRANDFATHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	54	3.0	3.0	3.0
	2: NOT MENTIONED	1748	96.7	97.0	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, UNCLE LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	31	1.7	1.7	1.7
	2: NOT MENTIONED	1771	98.0	98.3	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, MOTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1716	94.9	95.2	95.2
	2: NOT MENTIONED	86	4.8	4.8	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, STEP-MOTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	14	.8	.8	.8
	2: NOT MENTIONED	1788	98.9	99.2	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, FEMALE GUARDIAN LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2: NOT MENTIONED	1802	99.7	100.0	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, SISTER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	984	54.4	54.6	54.6
	2: NOT MENTIONED	818	45.2	45.4	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, GRANDMOTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	98	5.4	5.4	5.4
	2: NOT MENTIONED	1704	94.2	94.6	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, AUNT LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	37	2.0	2.1	2.1
	2: NOT MENTIONED	1765	97.6	97.9	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, OTHER RELATIVES LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	35	1.9	1.9	1.9
	2: NOT MENTIONED	1767	97.7	98.1	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q32. AT 7 YEARS, OTHER NON-RELATIVES IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	11	.6	.6	.6
	2: NOT MENTIONED	1791	99.1	99.4	100.0
	Total	1802	99.7	100.0	
Missing	System Missing	6	.3		
	Total	6	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, FATHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1300	71.9	72.1	72.1
	2: NOT MENTIONED	503	27.8	27.9	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, STEP-FATHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	167	9.2	9.3	9.3
	2: NOT MENTIONED	1636	90.5	90.7	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, MALE GUARDIAN LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1	.1	.1	.1
	2: NOT MENTIONED	1802	99.7	99.9	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, BROTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	982	54.3	54.5	54.5
	2: NOT MENTIONED	821	45.4	45.5	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, GRANDFATHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	46	2.5	2.6	2.6
	2: NOT MENTIONED	1757	97.2	97.4	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, UNCLE LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	21	1.2	1.2	1.2
	2: NOT MENTIONED	1782	98.6	98.8	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, MOTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1628	90.0	90.3	90.3
	2: NOT MENTIONED	175	9.7	9.7	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, STEP-MOTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	49	2.7	2.7	2.7
	2: NOT MENTIONED	1754	97.0	97.3	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, FEMALE GUARDIAN LIVED IN HH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2: NOT MENTIONED	1803	99.7	100.0	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, SISTER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	961	53.2	53.3	53.3
	2: NOT MENTIONED	842	46.6	46.7	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, GRANDMOTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	89	4.9	4.9	4.9
	2: NOT MENTIONED	1714	94.8	95.1	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, AUNT LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	32	1.8	1.8	1.8
	2: NOT MENTIONED	1771	98.0	98.2	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, OTHER RELATIVE LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	64	3.5	3.5	3.5
	2: NOT MENTIONED	1739	96.2	96.5	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, OTHER NON-RELATIVE IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	31	1.7	1.7	1.7
	2: NOT MENTIONED	1772	98.0	98.3	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, WIFE/GIRLFRIEND LIVED IN HH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1	.1	.1	.1
	2: NOT MENTIONED	1802	99.7	99.9	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, CHILDREN LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1	.1	.1	.1
	2: NOT MENTIONED	1802	99.7	99.9	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, LIVED ALONE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	3	.2	.2	.2
	2: NOT MENTIONED	1800	99.6	99.8	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q34. HOW SAFE IS NEIGHBORHOOD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: ALWAYS SAFE	1074	59.4	59.4	59.4
	2: SAFE THE MAJORITY OF THE TIME	562	31.1	31.1	90.5
	3: SAFE ABOUT HALF THE TIME	120	6.6	6.6	97.1
	4: AT RISK THE MAJORITY OF THE TIME	29	1.6	1.6	98.7
	5: ALWAYS AT RISK	23	1.3	1.3	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q35a. LAST YEAR: SOMETHING < $50 STOLEN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1236	68.4	68.6	68.6
	1: ONCE	230	12.7	12.8	81.4
	2: TWICE	133	7.4	7.4	88.8
	3: THREE OR FOUR TIMES	88	4.9	4.9	93.7
	4: FIVE TIMES OR MORE	114	6.3	6.3	100.0
	Total	1801	99.6	100.0	
Missing	System Missing	7	.4		
	Total	7	.4		
Total		1808	100.0		

Q35b. LAST YEAR: SOMETHING >= $50 STOLEN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1394	77.1	77.3	77.3
	1: ONCE	286	15.8	15.9	93.1
	2: TWICE	69	3.8	3.8	97.0
	3: THREE OR FOUR TIMES	32	1.8	1.8	98.7
	4: FIVE TIMES OR MORE	23	1.3	1.3	100.0
	Total	1804	99.8	100.0	
Missing	System Missing	4	.2		
	Total	4	.2		
Total		1808	100.0		

Q35c. LAST YEAR: WAS PROPERTY DAMAGED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1348	74.6	74.6	74.6
	1: ONCE	258	14.3	14.3	88.9
	2: TWICE	101	5.6	5.6	94.5
	3: THREE OR FOUR TIMES	53	2.9	2.9	97.5
	4: FIVE TIMES OR MORE	46	2.5	2.5	100.0
	Total	1806	99.9	100.0	
Missing	System Missing	2	.1		
	Total	2	.1		
Total		1808	100.0		

Q35d. LAST YEAR: INJURED BY ARMED PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1678	92.8	92.8	92.8
	1: ONCE	71	3.9	3.9	96.7
	2: TWICE	27	1.5	1.5	98.2
	3: THREE OR FOUR TIMES	15	.8	.8	99.1
	4: FIVE TIMES OR MORE	17	.9	.9	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q35e. LAST YEAR: THREATENED BY ARMED PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1435	79.4	79.4	79.4
	1: ONCE	180	10.0	10.0	89.4
	2: TWICE	83	4.6	4.6	94.0
	3: THREE OR FOUR TIMES	39	2.2	2.2	96.1
	4: FIVE TIMES OR MORE	70	3.9	3.9	100.0
	Total	1807	99.9	100.0	
Missing	System Missing	1	.1		
	Total	1	.1		
Total		1808	100.0		

Q35f. LAST YEAR: INJURED BY UNARMED PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1556	86.1	86.1	86.1
	1: ONCE	120	6.6	6.6	92.7
	2: TWICE	67	3.7	3.7	96.4
	3: THREE OR FOUR TIMES	23	1.3	1.3	97.7
	4: FIVE TIMES OR MORE	42	2.3	2.3	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q35g. LAST YEAR: THREATENED BY UNARMED PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1246	68.9	69.1	69.1
	1: ONCE	181	10.0	10.0	79.1
	2: TWICE	137	7.6	7.6	86.7
	3: THREE OR FOUR TIMES	90	5.0	5.0	91.7
	4: FIVE TIMES OR MORE	150	8.3	8.3	100.0
	Total	1804	99.8	100.0	
Missing	System Missing	4	.2		
	Total	4	.2		
Total		1808	100.0		

Q36. HIGHEST COMPLETED LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: COMPLETED 8TH GRADE OR LESS	19	1.1	1.1	1.1
	2: 9TH GRADE	79	4.4	4.4	5.4
	3: 10TH GRADE	359	19.9	19.9	25.3
	4: 11TH GRADE	415	23.0	23.0	48.2
	5: 12TH GRADE/COMPLETED HIGH SCHOOL	495	27.4	27.4	75.6
	6: SOME COLLEGE	378	20.9	20.9	96.5
	7: 2-YEAR DEGREE	30	1.7	1.7	98.2
	8: 4-YEAR DEGREE	7	.4	.4	98.6
	9: TRADE OR VOCATIONAL TRAINING BEYOND H	13	.7	.7	99.3
	10: GRADUATE OR PROFESSIONAL SCHOOL	13	.7	.7	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q37. HAVE REGULAR DIPLOMA OR OTHER HS CERT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: REGULAR DIPLOMA	856	47.3	92.0	92.0
	2: GED OR OTHER ALTERNATIVE HS CERTIFICA	48	2.7	5.2	97.2
	3: NO DIPLOMA OR CERTIFICATE	26	1.4	2.8	100.0
	Total	930	51.4	100.0	
Missing	System Missing	878	48.6		
	Total	878	48.6		
Total		1808	100.0		

Q38. FATHER'S HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: LESS THAN HIGH SCHOOL	55	3.0	3.4	3.4
	2: SOME HIGH SCHOOL	139	7.7	8.6	12.0
	3: GRADUATED FROM HIGH SCHOOL	544	30.1	33.7	45.8
	4: SOME COLLEGE	176	9.7	10.9	56.7
	5: 2-YEAR DEGREE	95	5.3	5.9	62.6
	6: 4-YEAR DEGREE	342	18.9	21.2	83.8
	7: TRADE/VOCATIONAL TRAINING BEYOND HS	45	2.5	2.8	86.5
	8: GRADUATE/PROFESSIONAL SCHOOL	217	12.0	13.5	100.0
	Total	1613	89.2	100.0	
Missing	System Missing	195	10.8		
	Total	195	10.8		
Total		1808	100.0		

Q39. MOTHER'S HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: LESS THAN HIGH SCHOOL	51	2.8	3.0	3.0
	2: SOME HIGH SCHOOL	136	7.5	7.9	10.9
	3: GRADUATED FROM HIGH SCHOOL	605	33.5	35.3	46.3
	4: SOME COLLEGE	202	11.2	11.8	58.1
	5: 2-YEAR DEGREE	159	8.8	9.3	67.3
	6: 4-YEAR DEGREE	358	19.8	20.9	88.3
	7: TRADE/VOCATIONAL TRAINING BEYOND HS	35	1.9	2.0	90.3
	8: GRADUATE/PROFESSIONAL SCHOOL	166	9.2	9.7	100.0
	Total	1712	94.7	100.0	
Missing	System Missing	96	5.3		
	Total	96	5.3		
Total		1808	100.0		

Q40. CONSIDERED TO BE OF HISPANIC ORIGIN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	236	13.1	13.1	13.1
	2: NO	1568	86.7	86.9	100.0
	Total	1804	99.8	100.0	
Missing	System Missing	4	.2		
	Total	4	.2		
Total		1808	100.0		

Q41. RACE CLASSIFICATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: WHITE	1298	71.8	72.3	72.3
	2: BLACK	186	10.3	10.4	82.6
	3: ASIAN OR PACIFIC ISLANDER	91	5.0	5.1	87.7
	4: AMERICAN INDIAN OR ALASKAN NATIVE	40	2.2	2.2	89.9
	5: OTHER (NOT SPECIFIED)	181	10.0	10.1	100.0
	Total	1796	99.3	100.0	
Missing	System Missing	12	.7		
	Total	12	.7		
Total		1808	100.0		

Q42. MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MARRIED	26	1.4	1.4	1.4
	2: WIDOWED	1	.1	.1	1.5
	3: SEPARATED	5	.3	.3	1.8
	4: DIVORCED	3	.2	.2	1.9
	5: SINGLE (NEVER MARRIED)	1773	98.1	98.1	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q33. AT 15 YEARS, GRANDMOTHER LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	89	4.9	4.9	4.9
	2: NOT MENTIONED	1714	94.8	95.1	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, AUNT LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	32	1.8	1.8	1.8
	2: NOT MENTIONED	1771	98.0	98.2	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, OTHER RELATIVE LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	64	3.5	3.5	3.5
	2: NOT MENTIONED	1739	96.2	96.5	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, OTHER NON-RELATIVE IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	31	1.7	1.7	1.7
	2: NOT MENTIONED	1772	98.0	98.3	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, WIFE/GIRLFRIEND LIVED IN HH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1	.1	.1	.1
	2: NOT MENTIONED	1802	99.7	99.9	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, CHILDREN LIVED IN HH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	1	.1	.1	.1
	2: NOT MENTIONED	1802	99.7	99.9	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q33. AT 15 YEARS, LIVED ALONE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MENTIONED	3	.2	.2	.2
	2: NOT MENTIONED	1800	99.6	99.8	100.0
	Total	1803	99.7	100.0	
Missing	System Missing	5	.3		
	Total	5	.3		
Total		1808	100.0		

Q34. HOW SAFE IS NEIGHBORHOOD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: ALWAYS SAFE	1074	59.4	59.4	59.4
	2: SAFE THE MAJORITY OF THE TIME	562	31.1	31.1	90.5
	3: SAFE ABOUT HALF THE TIME	120	6.6	6.6	97.1
	4: AT RISK THE MAJORITY OF THE TIME	29	1.6	1.6	98.7
	5: ALWAYS AT RISK	23	1.3	1.3	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q35a. LAST YEAR: SOMETHING < $50 STOLEN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1236	68.4	68.6	68.6
	1: ONCE	230	12.7	12.8	81.4
	2: TWICE	133	7.4	7.4	88.8
	3: THREE OR FOUR TIMES	88	4.9	4.9	93.7
	4: FIVE TIMES OR MORE	114	6.3	6.3	100.0
	Total	1801	99.6	100.0	
Missing	System Missing	7	.4		
	Total	7	.4		
Total		1808	100.0		

Q35b. LAST YEAR: SOMETHING >= $50 STOLEN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1394	77.1	77.3	77.3
	1: ONCE	286	15.8	15.9	93.1
	2: TWICE	69	3.8	3.8	97.0
	3: THREE OR FOUR TIMES	32	1.8	1.8	98.7
	4: FIVE TIMES OR MORE	23	1.3	1.3	100.0
	Total	1804	99.8	100.0	
Missing	System Missing	4	.2		
	Total	4	.2		
Total		1808	100.0		

Q35c. LAST YEAR: WAS PROPERTY DAMAGED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1348	74.6	74.6	74.6
	1: ONCE	258	14.3	14.3	88.9
	2: TWICE	101	5.6	5.6	94.5
	3: THREE OR FOUR TIMES	53	2.9	2.9	97.5
	4: FIVE TIMES OR MORE	46	2.5	2.5	100.0
	Total	1806	99.9	100.0	
Missing	System Missing	2	.1		
	Total	2	.1		
Total		1808	100.0		

Q35d. LAST YEAR: INJURED BY ARMED PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1678	92.8	92.8	92.8
	1: ONCE	71	3.9	3.9	96.7
	2: TWICE	27	1.5	1.5	98.2
	3: THREE OR FOUR TIMES	15	.8	.8	99.1
	4: FIVE TIMES OR MORE	17	.9	.9	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q35e. LAST YEAR: THREATENED BY ARMED PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1435	79.4	79.4	79.4
	1: ONCE	180	10.0	10.0	89.4
	2: TWICE	83	4.6	4.6	94.0
	3: THREE OR FOUR TIMES	39	2.2	2.2	96.1
	4: FIVE TIMES OR MORE	70	3.9	3.9	100.0
	Total	1807	99.9	100.0	
Missing	System Missing	1	.1		
	Total	1	.1		
Total		1808	100.0		

Q35f. LAST YEAR: INJURED BY UNARMED PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1556	86.1	86.1	86.1
	1: ONCE	120	6.6	6.6	92.7
	2: TWICE	67	3.7	3.7	96.4
	3: THREE OR FOUR TIMES	23	1.3	1.3	97.7
	4: FIVE TIMES OR MORE	42	2.3	2.3	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q35g. LAST YEAR: THREATENED BY UNARMED PERSON?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0: NEVER	1246	68.9	69.1	69.1
	1: ONCE	181	10.0	10.0	79.1
	2: TWICE	137	7.6	7.6	86.7
	3: THREE OR FOUR TIMES	90	5.0	5.0	91.7
	4: FIVE TIMES OR MORE	150	8.3	8.3	100.0
	Total	1804	99.8	100.0	
Missing	System Missing	4	.2		
	Total	4	.2		
Total		1808	100.0		

Q36. HIGHEST COMPLETED LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: COMPLETED 8TH GRADE OR LESS	19	1.1	1.1	1.1
	2: 9TH GRADE	79	4.4	4.4	5.4
	3: 10TH GRADE	359	19.9	19.9	25.3
	4: 11TH GRADE	415	23.0	23.0	48.2
	5: 12TH GRADE/COMPLETED HIGH SCHOOL	495	27.4	27.4	75.6
	6: SOME COLLEGE	378	20.9	20.9	96.5
	7: 2-YEAR DEGREE	30	1.7	1.7	98.2
	8: 4-YEAR DEGREE	7	.4	.4	98.6
	9: TRADE OR VOCATIONAL TRAINING BEYOND H	13	.7	.7	99.3
	10: GRADUATE OR PROFESSIONAL SCHOOL	13	.7	.7	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		

Q37. HAVE REGULAR DIPLOMA OR OTHER HS CERT?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: REGULAR DIPLOMA	856	47.3	92.0	92.0
	2: GED OR OTHER ALTERNATIVE HS CERTIFICA	48	2.7	5.2	97.2
	3: NO DIPLOMA OR CERTIFICATE	26	1.4	2.8	100.0
	Total	930	51.4	100.0	
Missing	System Missing	878	48.6		
	Total	878	48.6		
Total		1808	100.0		

Q38. FATHER'S HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: LESS THAN HIGH SCHOOL	55	3.0	3.4	3.4
	2: SOME HIGH SCHOOL	139	7.7	8.6	12.0
	3: GRADUATED FROM HIGH SCHOOL	544	30.1	33.7	45.8
	4: SOME COLLEGE	176	9.7	10.9	56.7
	5: 2-YEAR DEGREE	95	5.3	5.9	62.6
	6: 4-YEAR DEGREE	342	18.9	21.2	83.8
	7: TRADE/VOCATIONAL TRAINING BEYOND HS	45	2.5	2.8	86.5
	8: GRADUATE/PROFESSIONAL SCHOOL	217	12.0	13.5	100.0
	Total	1613	89.2	100.0	
Missing	System Missing	195	10.8		
	Total	195	10.8		
Total		1808	100.0		

Q39. MOTHER'S HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: LESS THAN HIGH SCHOOL	51	2.8	3.0	3.0
	2: SOME HIGH SCHOOL	136	7.5	7.9	10.9
	3: GRADUATED FROM HIGH SCHOOL	605	33.5	35.3	46.3
	4: SOME COLLEGE	202	11.2	11.8	58.1
	5: 2-YEAR DEGREE	159	8.8	9.3	67.3
	6: 4-YEAR DEGREE	358	19.8	20.9	88.3
	7: TRADE/VOCATIONAL TRAINING BEYOND HS	35	1.9	2.0	90.3
	8: GRADUATE/PROFESSIONAL SCHOOL	166	9.2	9.7	100.0
	Total	1712	94.7	100.0	
Missing	System Missing	96	5.3		
	Total	96	5.3		
Total		1808	100.0		

Q40. CONSIDERED TO BE OF HISPANIC ORIGIN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: YES	236	13.1	13.1	13.1
	2: NO	1568	86.7	86.9	100.0
	Total	1804	99.8	100.0	
Missing	System Missing	4	.2		
	Total	4	.2		
Total		1808	100.0		

Q41. RACE CLASSIFICATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: WHITE	1298	71.8	72.3	72.3
	2: BLACK	186	10.3	10.4	82.6
	3: ASIAN OR PACIFIC ISLANDER	91	5.0	5.1	87.7
	4: AMERICAN INDIAN OR ALASKAN NATIVE	40	2.2	2.2	89.9
	5: OTHER (NOT SPECIFIED)	181	10.0	10.1	100.0
	Total	1796	99.3	100.0	
Missing	System Missing	12	.7		
	Total	12	.7		
Total		1808	100.0		

Q42. MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1: MARRIED	26	1.4	1.4	1.4
	2: WIDOWED	1	.1	.1	1.5
	3: SEPARATED	5	.3	.3	1.8
	4: DIVORCED	3	.2	.2	1.9
	5: SINGLE (NEVER MARRIED)	1773	98.1	98.1	100.0
	Total	1808	100.0	100.0	
Total		1808	100.0		